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ABSTRACT

This handbook is intended to help administrators and instructors of adult basic education and English-as-a-Second-Language programs use the 30 Tierra de Oportunidad (Land of Opportunity) instructional modules, which address four strands or clusters relating to the different major domains in which adults function: work life, family life, community, and lifelong learning. The following items are included: introduction; administrator summary (overview of the modules and their development and implementation suggestions); general teacher tips and skill development matrix; abstracts of the modules and tips for using them; advice on assessment; and student tips (overview for students, student contract, and student self-assessment). Each module abstract contains the following: discussion of the module's importance; teaching points; learning activities; and matrix. The matrix outlines the following: grouping strategies, incorporation of the Secretary's Commission for Achieving Necessary Skills (SCANS) skills; ideas for presentation; self-directed learning activity; insider information; and activities to direct students' reflection on the module. These items are appended: vision of literacy in the information society; suggested reading strategies; list of language forms and functions; top 20 education resources on the World Wide Web; skills identified by the SCANS report and information about them; and a bibliography of 164 print resources and 19 Web addresses. (MN)

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Tierra de Oportunidad

IMPLEMENTATION HANDBOOK

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Acknowledgements

The development of these materials has now been underway for almost six years. The genesis of the project stems from collaborative efforts by California and five other U.S. border states to work with their six Mexican states counterparts, to implement a vision of anytime, any place adult learning opportunities for transnational adults. One outcome of this effort, which involved both Holda Dorsey and Ed Kissam, was the development of prototype instructional modules to help immigrants to California learn about the new social system in which they lived -- an unknown country. We would like to thank our colleagues, Marta Sanchez-Jacques, Dennis Porter, John Fleischman, and Dr. Gerald Kilbert for their active involvement and encouragement during this early stage of development.

In 1994, the California Department of Education supported a brief but intensive period of planning to formulate the strategy for the initiative which subsequently became the Latino Adult Education Services Project. We would like to thank Ray Eberhard and Jim Lindberg from the California Department of Education for their solid support in this effort. We would, also, like to thank Dr. James Figueroa, of Los Angeles Unified School District, Juanita Stanley of California Literacy, Herb Castillo, now of the San Francisco Foundation, and Heide Wrigley, of Aguirre International, for their advice and suggestions. An important consensus which emerged from these discussions was the need to assure that the resource materials would help not only immigrants but, also, native-born Latinos and other educationally disadvantaged adults to develop the skills they needed to deal with the challenges they face in their lives.

Our work over the past three years in developing the TIERRA DE OPORTUNIDAD instructional modules has benefited from ongoing dialogue with professional colleagues, with adult learners themselves, and with our collaborators at the Sweetwater Adult School and at Salinas Adult School who field tested the materials. Maritza Giberga, at the California Department of Education has been actively and enthusiastically involved making valuable suggestions throughout. Juliet Crutchfield, at CDE, also reviewed the materials and made very useful suggestions.

Among those who contributed to the perspectives which went into these materials, we would like to thank Dr. Stephen Reder of Portland State University for his powerful insights into literacy development and Anna Garcia for her many insights from discussions with students and with teachers at the pilot sites. Another important collaborator who worked closely with Ed Kissam in developing several modules and with Jo Ann Intili in creating the assessment components, is Kathy Differding. Ilene Jacobs of California Rural Legal Assistance reviewed a number of modules from the viewpoint of a practicing provider of legal assistance to immigrants.

Ongoing dialogue with Greg Asbed of the Coalición de Trabajadores de Immokalee, with Laura Germino of Florida Rural Legal Services, Joe Velarde and Jim Powrie, our collaborators on adult learning programs for migrant and seasonal farmworkers. Jerilynn Domenico, Dianne Pun-Kay, Ted Dutton and Irv Rem, adult educators, mentors and friends from Hacienda La Puente Adult Education, who have also played an important part in shaping our thinking on approaches to lifelong learning.

Finally, we would like to express our appreciation to Sharon Miller and Mike Roddy of Salinas Adult School and to Alice Hurley and Adriana Sánchez-Aldana of Sweetwater Adult Education for their work in coordinating the field testing of the modules. This piloting provided us valuable insights as to how materials might be used in the classroom and issues to address in deploying these resource materials effectively.

Holda Dorsey, Ed Kissam and Jo Ann Intili
November, 1997

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Introduction

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"TIERRA DE OPORTUNIDAD"
Instructional Modules

Introduction

Overview

A common vision shared by adult educators is to empower adult learners and provide them with the tools they need to better manage their lives -- personally, socially, and economically. The TIERRA DE OPORTUNIDAD instructional modules were developed with that vision in mind. At the same time, these resources were designed with ambitious goals -- to provide adult learners not only with "survival skills" but, also, with the skills they need to prevail and to go further than they ever imagined possible -- toward social, economic and civic equity.

The thirty modules in TIERRA DE OPORTUNIDAD were initially developed as resources for adult education instructors. The idea was to help incoming immigrants to build the basic skills they need to confront the issues they face in society. We saw that contemporary social demands required individuals to be proactive, versatile, and creative in navigating through several different domains. These domains include -- managing worklives and pursuing careers, nurturing and managing family life, participating in and contributing to the community, and engaging in lifelong learning.

Originally we referred to these resources as the Pais Desconocido instructional modules, using the metaphor of an "unknown country" to indicate the challenges immigrants face when they begin to explore the unfamiliar U.S. universe of 21st century society and economy. We now call these materials TIERRA DE OPORTUNIDAD instructional modules, using the related metaphor of "land of opportunity" to convey the idea of opening new possibilities and exploring new potentials.

Over the three years we have worked in developing these resources, it has become clearer and clearer that not only immigrants in English as a Second Language (ESL) programs but, also, native-born adults in adult basic education and employment training programs were, in a certain sense, marginalized populations who might be unfamiliar with aspects of how the social interactions, the economy, and the legal system of the contemporary information society worked.

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Whatever the specific profile of the population enrolled in an adult education instructor's adult learning program, we see these instructional resources as tools to assist students in becoming "entrepreneurial learners", that is, learners who take every opportunity to build their communication, information-gathering, analytic, and problem-solving skills. Whichever metaphor first comes to mind, "unknown country" or "land of opportunity", the key objective is for learners to be explorers -- curious, courageous, but, also, cautious and reflective, collaborative, but squarely focused on getting ahead and meeting their own needs, willing to accept help but accountable for taking initiative on their own.

Using the TIERRA DE OPORTUNIDAD materials in new educational partnerships

In an era when local and national businesses are moving toward the creation of organizational structures among multiple partners designed to develop new strategies for new challenges, it is equally appropriate for similar partnerships to develop in adult education. California's advocacy groups have addressed a spectrum of issues which adult learners confront and, consequently, have a panoramic perspective. These groups could be valuable partners with adult educators in building adult learners' own grass-roots support networks.

Similarly, pre-school programs such as Head Start, elementary schools, high schools, Even Start and Family Literacy programs can all use these materials to promote a wide range of collaborative learning modules oriented toward families. Adult education alumni can and should also be partners in helping other beginning students understand how to learn effectively. In the course of helping out, they can also build their own self-confidence and practice newly-developed skills.

The thirty TIERRA DE OPORTUNIDAD modules address four strands or clusters, relating to the different major domains in which adults function worklife, family life, community, and lifelong learning. However, the idea is for instructors to browse through the modules and, then, choose and use those which seem most relevant for the students in their class or program.

The TIERRA DE OPORTUNIDAD modules are structured so that each contains comparable elements:

• Overview	rationale for addressing the topic
• Basic Skills Development	a list of SCANS competencies to be emphasized
• Teaching Points	a detailed breakdown of key information
• Sample Learning Activities	a section outlining teaching exercises or assignments
• Resources	a section compiling selected resources, speakers, commercial textbooks, online information
• Sample Lesson Plan	detailed lesson plan and handouts focusing on a teaching point

The **TIERRA DE OPORTUNIDAD** modules can be part of an instructor's tool kit. Instructors can choose whichever segment he or she wishes to use from this kit, select the teaching points to best fit the particular needs of their class, do the learning activities that work for their class. We encourage instructors to involve their students in deciding what topics to cover, how long to cover them, and how to shape learning activities in each module. Our hope is that using this tool kit provides an opportunity for instructors to work collaboratively with their students at collective learning, to become entrepreneurial learners themselves, providing their students role-models for how to learn and how to help others learn.

The topic areas covered by the modules are of varying scope. In general, we have tried to put enough tools into each module so that an instructor has some options and alternatives, so he or she can pick several of the "teaching points" in the module to focus on, given students' interests, and doing three or four of the "suggested activities" with the class. Generally, it would take a good deal of time to cover all of the teaching points in any module.

We provide some suggestions for using these tools -- for example to use Module 30, Learning to Learn, to structure an introductory session at the beginning of a course or program and then, again, at the end of the course or program to give students an opportunity to reflect on what they have learned, how they have developed their ability to learn, and to think about their next steps in a lifelong course of learning.

The **TIERRA DE OPORTUNIDAD** instructional modules can provide a basis for new collaborations in which traditional educational institutions, i.e., adult schools, join with non-educational institutions, e.g. legal service providers, public agencies, civic groups, to offer adult learners new opportunities for extending learning beyond the classroom, to foster self-directed learning, and to organize learning networks outside the confines of traditional organizational roles. Many of these non-educational institutions have an important stake in helping to develop informed consumers, active citizens, and self-reliant families. They should and can be partners with adult education in building the foundation for lifelong learning.

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Administrator Summary

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To program planners, supervisors, and administrators:

With funding from the California Department of Education, three years of effort have gone into designing and piloting these modules. We have learned a lot in the process, revised the modules several times, in part to actual changes in the legal framework which affects immigrants lives, added new activities, and further emphasized creativity in transferring skills developed in one domain, e.g. workplace teamwork, to another domain, such as civic participation. The modules will, however, never be complete nor will they be well enough packaged that the instructor doesn't need to reflect on how to deploy them.

We urge adult education administrators to devote a modest level of resources to support instructors in planning their strategy for using these materials to develop high performance learning programs for adult learners in ABE and ESL programs.

Other appropriate resources to enhance instructors' ability to use these materials effectively might include allocations for staff developing activities, for purchasing resource materials, for securing access to the Internet, for allowing learners to explore how resources on the World Wide Web can be used for pursuing their individual learning interests, for providing instructors the time to invite and prepare guest speakers not only to make routine presentations but to engage in lively dialogue and discussion with adult education learners.

"TIERRA DE OPORTUNIDAD"
Instructional Modules

Implementation Suggestions

Instructional Methodology
TIERRA DE OPORTUNIDAD addresses the primary domains for adults to become Productive Workers, Effective Family Members, Responsible Community Members and Life Long Self Directed Learners and provides instructional modules related to corresponding topics. At the same time it sketches out a template for a constantly expanding curriculum resource with the following components:

1) Overview - a rationale for addressing each issue.
2) Basic Skills Development - SCANS skills to be emphasized.
3) Teaching Points - specific information on each topic.
4) Sample Learning Activities - suggested individual and group teaching strategies.
5) Resources - informational resources relating to these topics.
6) Sample Lesson Plan - detailed three-hour lesson plan and handouts.
7) Pre and Post Assessment Activities.

Teacher as facilitator. The instructional modules rely on instructors' ingenuity in configuring the generic resources to the needs of their particular group of learners. A key recognition is that the curriculum does not provide learners with definitive answers about any of the issues covered. No such definitive answers are possible. The goal is to develop strategies for acquiring, analyzing, and using information. Individual family and community issues require unique solutions. Even legal facts are constantly shifting, sometimes subtly, sometimes not so subtly.

The instructor does not need to be an expert. Being a moderator, facilitator, and general intellectual resource is enough. The instructor does not need to fear being wrong on one specific issue or another, although it is, of course, wise to try to be well-informed because a key teaching point about the information society is that persons in positions of authority are, indeed, sometimes wrong. Are these persons lucid, systematic, informed, and responsive? Yes! Are they expert, definitive, and always correct? Never!

Brainstorm, analyze, discuss. Sample activities focus on class discussions. Listening to others, interpreting what they say, modifying or even correcting what one says or what others say represent what goes on in most information-rich contexts. Controversial topics are included because, without experiencing controversy, it is not possible to develop analytic skills. Issue areas where there turns out to be a suspiciously high degree of agreement must become opportunities to push farther and harder in questioning the solidity and validity of an apparent consensus.

Contact assignments. Sample classroom activities in which the group surveys its own membership, family, friends, and others; consults print resources; uses the telephone, or computer terminals are included because these are cases of information acquisition. It is recommended that representatives of government agencies, service organizations, and business be invited to class -- not simply as experts -- but as individuals with whom learners can practice how to engage in dialogue, brainstorm ideas, check reliability of information, and who, as involved members of the community, they must hold accountable for what goes on in their own respective domain.

Graphs and math. Several instructional modules include activities relying on graphic representation, including mathematical calculations to derive some of the values which are represented graphically. The emphasis on quantitative reasoning in social issues modules may be surprising but numbers are, after all, the core of our economic transactions, our political system, and the structure of many of our human service programs.

Reflection. Most sample lesson plans include reflection time. Learners need to review what was presented, analyzed, and discussed to focus on how it applies to their own circumstances and their own plans. Reflection on how it was practiced will give the learner insight into their favored learning styles.

Decision making. Some instructional modules include Action Plans to guide the learners into charting their future self development and to prepare the first step to extend learning beyond the classroom.

Delivery Modes

The TIERRA DE OPORTUNIDAD modules can be adapted to a number of different learning environments, both in a formal classroom setting and in other settings, e.g. church, cafeteria, or private home. Facilitator or instructor's choices of which modules to use can and should be based on discussions with class participants on which topics might best respond to their particular interests and concerns.

Length. The modules can also be adapted to variable lengths. With more time available, it will be possible to build active learner involvement based on projects related to the particular topic and task assignments which link the learning activities together. With less time available, it will be necessary to focus more on conveying key teaching points and building learner's confidence so that they can continue learning on their own. Whatever the instructor's decision about the length of the module, the key element will be a commitment to build participant's experience in active learning, active dialogue, and active analysis of the issue at hand.

Level. The instructional modules are appropriate for the learners at the advanced levels. The modules can and should be adapted to learners' English language skills and educational background. For extremely limited English-language groups, most discussion, dialogue, and exercises could be in the native language. However, it is possible and appropriate to introduce some English-language materials. For multi-level classes, the strategy of establishing peer mediating or teams to work together on exploring issues and mastering skills can both make the students' learning manageable and develop team work skills.

Options. Alternatives for using "TIERRA DE OPORTUNIDAD" include both using the modules as part of classroom instruction and as part of special events in an informal learning context:

- a one-night special event meeting (2-3 hours)
- a 2-day weekend workshop
- a 2-weekend workshop, 1 day each weekend
- a 4-week special topic module as part of an ESL or ABE course
- a 10-week strand as part of an ESL or ABE course
- as independent study

Module Clusters. Some modules lend themselves to natural clusters and teachers might want to plan a strand based on the cluster, the following are some suggested groupings:

Advancing Work and Career

Module 30 sketches out some of the main issues to address in a large, complex, and valuable area of instruction. This module can be used alone or, together with Module 1 - Making Choices About Jobs, Module 24 - Supervisors and Team Work, Module 26 - Women In Non-traditional Occupations, and Module 25 - Career Advancement, for working with individual learners, groups, or entire classes concerned with the issue of career advancement. Whether or not class participants are actively thinking about career advancement, almost anyone in adult education will benefit from being prepared to think about these issues, particularly those who decided to give up on their hopes for getting ahead.

For learners with little schooling, it will be particularly useful to stress that knowing how to learn is as important an element in getting ahead in a job in occupations with no formal educational requirements, e.g. construction, farmwork, as it is in technical and professional occupations. Good supervisors and managers will always be on the lookout for flexible, versatile learners and assign them increasing levels of responsibility, whatever their educational background, and, when necessary, help them acquire whatever educational certification they need to move further upward.

Managing Family Life

It is useful to stress collaborative learning in addressing this area. It is not always obvious to adult learners how personal co-evolution can benefit everyone in a family. In fact, research shows that one of the great strengths of family literacy programs is that they involve each family member's ability to support the other. It is also useful to stress to adult learners that the challenges of family life in a new social, cultural, and economic environment are ones which inevitably draw everyone in the family into learning new ways of doing things and learning from one's own experience and that of others.

Module 11 - Women's Changing Roles, Module 27 - Men's Changing Roles, and Module 28 - Children's Changing Roles and Module 23 - Parenting in the U.S. all include an emphasis on dialogue and mutual support as key elements in learning how to deal with novel situations and unexpected problems which families face. Family members can see each other as information resources and members of a team working together to respond to outside events.

Promoting Community Participation

In using the modules addressing the area of community participation, it is particularly appropriate to stress the importance of learning from others, learning through dialogue and debate, and taking responsibility for learning on one's own. Everyone who is actively involved in community affairs learns through the process of helping others while, at the same time, building their skills in communicating effectively, acquiring and managing information, and problem-solving.

Module 15 - Political Participation, Module 18 - Analyzing and Debating Community Issues and Module 19 - Collaborating with Neighbors present many opportunities for adult program participants to extend their learning beyond the classroom and understand how using ones' skills is a valuable exercise to strengthen them. These modules help adult learners understand how effective learning involves learning through many different modalities and adjusting one's style to convey information to different individuals or groups. While these modules strongly emphasize critical thinking, they should not be considered too advanced for any learners because the reality is that all adult program participants are already involved in confronting issues which require tough-minded analysis and versatile problem-solving. The community participation modules also present a good opportunity for learners to build their self-confidence and receive positive feedback confirming that others recognize that they have new skills and the ability to rapidly acquire new information.

Developing Life-long Learning

In this area of adult functioning, there is currently a premium on personal flexibility, in constantly learning from new experiences, and in using all available learning resources. These resources include: supervisors and managers, co-workers, customers or clients, instructors and fellow members of a project-based team, and colleagues, as well as technical manuals, general reading related to an occupation, and reflection on one's own experiences. The ability to acquire new information rapidly and reliably, to manage that information responsibly, to synthesize it efficiently so it can be used whenever necessary is widely recognized by managers and business leaders as the key to productivity. Thus, it should be no surprise that knowing how to learn is highly valued in the information economy.

Module 6 - Access to Adult Learning Opportunities, Module 7 - Teenagers' Access to Higher Education, Module 12 - Parents' Involvement in Their Children Education, and Module 21 - Transferring Professional Skills and Degrees, emphasize the need to develop lifelong learning plans which may constantly be modified to reflect growing awareness of one's interests, aptitudes, and aspirations.

Module 30 - Learning to Learn is a key module to help set the stage for students taking responsibility for their own learning. The module can be used as the framework for a two to three hour Orientation Session at the beginning of an adult education course and, then, as part of a Closing Session at the end of the course.

In the orientation session, instructors should emphasize how effective learning practices can maximize every student's likelihood of achieving his or her learning objectives and the importance of active exploratory and collaborative learning. It should also address learners' responsibility to be actively engaged in team learning, to exert maximum effort in solidifying and honing new skills, and in helping classmates learn. This is also a good point for reflecting on the similarities and contrasts between children's and adults' learning.

In the closing session, instructors should encourage students to reflect on their experience in the course, formulate a plan for what to do next as part of a commitment to lifelong learning, and sketch out a medium to long-term set of learning objectives. The closing session should be oriented toward future action and, at the same time, provide a final boost to students' self-confidence, motivation, and recognition of the personal value of learning.

"Learning to Learn" skills have application in all areas of adult functioning: workplace and career advancement, family life, and in community participation. Below we highlight some of the special implications for building learning skills in each of these functional areas.

Other Issues: Module 8 - Issues Related to Women's Immigration Status, deals with sensitive but important issues. It provides an opportunity to emphasize the importance of being well-informed about issues which are of great personal value, even when they are complicated. We must stress in this module the significance of beginning to seek basic, general information on one's own but, then, following up with efforts to get the best possible expert analysis and advice.

This module can be used together with Module 20 - Following Changes in Laws about Immigrants, because the basic information presented in this module may well be affected by new legal developments, interpretations of laws, court cases, and INS implementing regulations.

Module 25 - Career Advancement is a valuable companion to two modules designed to address the specialized problems faced by two sub-groups of adult learners -- Module 21 - Transferring Professional Skills, and Degrees and Module 26 Women in Non-traditional Occupations which addresses some of the general issues which women will face in moving into non-traditional occupations. Other closely related modules are Module 1 - Making Choices About Jobs and Module 2 - Women's Workplace Issues. While some of these modules are primarily oriented toward women thinking of entering the labor force or already in the labor force, it may also be appropriate for mix gender classes, as both men and women need to become more aware of the issues of gender stereotyping.

Also, the "TIERRA DE OPORTUNIDAD" instructional modules could be a prototype for an expanded curriculum on immigrant issues which could be used in a variety of settings serving adult learners who are immigrants. It could be the template for a curriculum on basic skills for the information society. It could also be the basis for expanding quantitative reasoning in the high school curriculum and last, but not least these modules could serve as a sample for collaborating with other agencies.

We hope that you, the teacher, find the modules effective in addressing your students' interests and that the information presented allows them to move step by step toward a better future in this "TIERRA DE OPORTUNIDAD".

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General Teacher Tips

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General Teacher Tips

How to use the modules

The modules are both versatile and adaptable. Feel free to use some of the materials from a module, to combine materials from more than one module or combine with existing curriculum with which you are already familiar.

Most of the modules are for classroom use. However, some better lend themselves to workshops, guest speakers, individual counseling situations, or independent learning. Suggested settings are listed in each module abstract.

Independent or self directed learning is the foundation upon which these modules were designed. The process that the students go through to acquire the information is often more important than the information itself. Becoming self sufficient in these skills prepares the student for the future.

Some topics may be quite controversial in nature. Ways that you may be able to diminish the conflict:

- Depersonalize or generalize the topic;
- Find good news to balance the bad news;
- Inform the administrator ahead of time of the controversial nature of the topic;
- Get a different point of view while writing lesson plans.

To streamline your planning, start with your own lessons, and see what new material you can add. Only plan to deal with a couple of modules a semester. Share lesson plans with a teacher friend or teaching partner. Have one teacher function as a "team leader" to share and disseminate materials and ideas.

Definition of terms

In the specific module tips the following terms are used.

Grouping Strategies

Purposes for asking students to work in pairs, threes fours, and so forth. For more information, please see the specific section on grouping strategies included in this chapter.

SCANS Incorporated (Secretary's Commission on Adult Necessary Skills)

SCANS competencies which can be addressed in each module are listed in the specific module tips. More information on SCANS can be found in the appendix. For your information, SDI (California Staff Development Institute) offers a training module which directly addresses SCANS.

Ideas for Presentation

This category includes ideas for different types of settings, and delivery approaches which are particularly appropriate for the module.

Extending Learning Beyond the Classroom

These are suggested activities in which students gather information, share learning with friends and family, or participate in any other activity which cannot be completed within the confines of the classroom. Report back to the class is an important part of these activities.

Accepting the responsibility for their own learning assists students in mastering the target skills. In the process of sharing with family and friends students take on the role of mentors which strengthens their own learning and self esteem.

Self-directed Learning

Activities planned by students to continue learning on their own and inspired by their classroom experiences. Although a report back is desired, it may not occur.

Inside Information

Helpful hints from the teachers who field tested the lessons.

Reflection

Ideas for the students to think back and comment on the process of learning and on the content they learned.

Cooperative learning

Cooperative Learning, the structured and deliberate process of encouraging students to work together through assigned team roles and providing feedback directly to the teams, is used extensively throughout the modules. The use of these strategies promotes one of the basic premises for the development of these modules: that students work together to practice the skills necessary to go beyond the classroom and teacher for knowledge and information. Working in cooperative groups within the classroom helps students develop and practice (in English) the skills and language necessary to function beyond the classroom. Cooperative Learning also supports the SCANS Foundation Skills and Competencies by providing an environment in which to practice the social and problem solving skills needed in today's workplace.

Cooperative Learning provides a strong basis for good teaching by actively involving students in their learning. Students whose learning style is not compatible with the traditional setting also benefit from collaborating with other students. The opportunity to actively work with other students, share information orally, create and complete a project, and gather information from sources outside the classroom provides sufficient variety to appeal to learners who have visual, auditory or kinesthetic learning styles.

Cooperative Learning strategies suggested in these modules include, but are not limited to, the following:

- Circle Class Building: Learners sit or stand in a circle in order to share information with the whole group.
- Round Robin Team Building: Class is divided into teams of three to six students. Each team member takes a turn to share or contribute to the group's project in some way. Sharing is done in order around the group. Team members are not allowed to comment or ask questions until all sharing is done.
- Jigsaw Reading: Reading material is divided into same number of parts as members on a "Home Team". Home Team members separate into "Expert Groups" in order to read and discuss materials with others who are reading the same section. After answering questions and discussing their section, experts return to the Home Team in order to teach their information to other Home Team members.
- Line-up: Students line up in order according to a cue provided by the teacher. Line-ups are often used to form heterogeneous groups.
- Inside-Outside Circles: Students arrange themselves in concentric circles with students in both circles facing each other. This activity may be used to build student-to-student rapport while at the same time having students ask each other factual, summary or processing questions. After asking questions, students listen to the teacher for rotation information, proceed to a new partner and ask the questions again.
- Four Corners: Students pick or are assigned to a corner where they interact with members of other teams in order to gather or discuss information that will be needed by the Home Team.
- Three Step Interview: In pairs, students share with each other then share their partner's information with someone from another pair.
- One Stray: Teacher calls a number; students with that number stray to join another team, often to share.

If the reader would like additional information regarding specific Cooperative Learning management strategies, key concepts or principles, please refer to the Bibliography at the end of this handbook.

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Skill Development Matrix
Follow up Activities

The following skill development matrix highlights sample instructional activities which can be used as building blocks for developing the learners' skills, to practically reinforce those skills in the family, to extend utilization of the skills in the community, and ideas to promote the self confidence to become self directed learners.

SCANS Foundation Skills	**Extensive Guided Practice** (in class)	**Apply Learning with Family** (at home)	**Extend Learning Beyond the Classroom** (in the community)	**Promote Self Directed Learning** (independent)
Interpret oral information	Participate in role plays, discussions, oral practices	Listen to family and neighbors opinions	Watch and listen to newscasts, public affairs TV programs, talk shows	Organize and participate in a team project, listen to others' opinions
Orally state information	Discuss and debate information from video or audio tape newscasts, talk radio	Recreate discussion with family and neighbors. Report back their opinions	Report to class by paraphrasing opinions and perspectives of media, political, and other personalities	Provide positive feedback to team members' accuracy of reporting and validity of questions; state perspectives, question provided information
Interpret written information	Review articles, pamphlets, flyers, and other print material	Interpret and share relevant print material to family and neighbors	Visit library, social agencies and schools, and gather needed printed information	Sponsor a community forum night to share pertinent information
Write plans, information, ideas, opinions	Draft letters to editors, politicians, landlords; complete application, forms	Assist family and neighbors in writing appropriate letters or forms. Write a family story	Write letters of invitation to speakers for a community forum	Prepare plan of action

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Skill Development Matrix
Follow up Activities

SCANS Foundation Skills	**Extensive Guided Practice** (in class)	**Apply Learning with Family** (at home)	**Extend Learning Beyond the Classroom** (in the community)	**Promote Self Directed Learning** (independent)
Basic computation	Calculate gross and net earnings	Assist family members in adding personal expenses	Compare prices from two or three different stores	Plan a family budget. Prepare a tax return
Estimation	Estimate losses from injuries, costs of medical treatments, costs and value of higher education	Estimate family income and expenses, and discuss economic value of children's education	Compare and contrast Financial Aid for education	Prepare a career ladder for self including estimated investment and final benefits
Quantitative reasoning	Compute percentages	Calculate trade offs between time and money, e.g., choosing a tax preparer	Calculate savings on sale prices and compare with regular prices at two other stores	Prepare savings plan for special investment: e.g., house, business, education, or vacation
Use of graphs, charts, tables	Prepare graph of a seasonal worker's earnings, pie chart of time allocation, table of annual income or expenses	Work with the family in preparing charts of time and money allocations	Interpret newspaper or magazine charts, graphs, and tables	Prepare charts, graphs and tables to show career ladder plan, savings plan, and budgets

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Skill Development Matrix
Follow up Activities

SCANS Foundation Skills	**Extensive Guided Practice** (in class)	**Apply Learning with Family** (at home)	**Extend Learning Beyond the Classroom** (in the community)	**Promote Self Directed Learning** (independent)
Thinking skills	Organize and process various modes of information, i.e., graph, table, picture, print, and symbols	Define goals and constraints; dialog with family members to generate alternatives, discuss beliefs vs. facts	Recognize and use techniques to acquire knowledge in new situations and assess how well one is doing	Evaluate and monitor progress and adjust personal plans as necessary
Knowing how to learn	Analyzes personal learning style, discusses with class members different learning styles and approaches to address them	Presents learning style inventory to family members; observes learning processes of small children in the household; prepares activities to address styles of other family members	Organizes a parent group to study about learning styles and teaching approaches. Work with group on self reliance vs. relying on experts	Prepares learning plan that accommodates activities in preferred style as well as activities addressing other learning styles. Report examples of own self directed learning
Personal qualities	Exhibit self-control and respond to feedback unemotionally and non-defensively with attention to others beliefs, views, and needs	Relate well to others, take interest in what others say and do; choose the right thing to do; teach punctuality responsibility for family	Participate in community action, display responsibility, and social competence with attention to consequences	Demonstrate being a self starter, set well defined goals. Reflect on goals and progress to achieve them

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Skill Development Matrix
Follow up Activities

SCANS Competencies	**Extensive Guided Practice** (in class)	**Apply Learning with Family** (at home)	**Extend Learning Beyond the Classroom** (in the community)	**Promote Self Directed Learning** (independent)
Use resources	Plan and allocate personnel, time, and materials to complete team assignments	Plan with family to allocate time, materials, and resources to fulfill family responsibilities and goals, discuss tradeoffs	Work with the neighbors or church members to identify, organize, plan and allocate resources to complete a project.	Review agreed upon long term family plan and adjust as necessary
Demonstrate interpersonal skills	Role play discussions with co-workers, employers, and agency personnel; and seek consensus among class members	Work cooperatively with family members in solving problems, teach others new skills	Work comfortably with people from various backgrounds, and negotiate with others to reach decisions	Communicate personal thoughts, feelings and ideas to motivate others
Use information	Obtain, analyze, and evaluate information from multiple sources and divergent opinions	Demonstrate use of catalogs, phone books, dictionaries, TV radio, and newspapers to gather information	Organize a friendly debate with community representatives, report on different facts presented	Report back on any changed perspectives based on discussions or variety of information collected

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Skill Development Matrix
Follow up Activities

SCANS Competencies	**Extensive Practice of English Usage** (in class)	**Apply Learning with Family** (at home)	**Extend Learning Beyond the Classroom** (in the community)	**Promote Self Directed Learning** (independent)
Work with systems	Describe functions of various systems: e.g., school, work, life, community, and government. Invite social system representatives, ask hard questions, and dialogue	Explain systems to family members and demonstrate how to work cooperatively in addressing issues of common concern. Volunteer assistance to grassroots groups	Locate, contact agencies and gather information about legal, social, health and education systems, give advice to friend on "making the system work for you"	Suggest changes to system to improve performance, challenge existing practices and negotiate agreements. Report on examples of successful interaction
Use technology	Use technology, e.g., radio, audio-tapes, video, or computer to improve skills or access new information	Teach family members the use of technology for learning tasks and home management tasks	Use library, databases, or online services to research information relevant to community life	Effectively select and use appropriate technology for job, home, and entertainment
Reflection on impact	Reflect and report on changed relationships during or at end of instructional module	Report back on family sense of changing at the end of the instructional module	Organize end of module activity for community friends and share achievements	Reflect and plan activities, which foster learning, with family and community members

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HANDBOOK

Module Abstracts

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CALIFORNIA STATE UNIVERSITY INSTITUTE & HACIENDA LA PUENTE ADULT EDUCATION

Module 1
Making Choices About Jobs

Importance:
For most adults, work is an essential part of life. Yet just because work is usually necessary does not mean that there aren't important choices that face people who are entering the labor market. Individuals who are aware of these choices and make them wisely will maximize their employment opportunities, obtaining work that is a good match for their skills and interests and which offers fair compensation, a chance for advancement, and longer-term employment stability. On the other hand, individuals who make poor choices, perhaps because they think they have no alternative to accepting a particular job they've been offered, are liable to find work to be stressful, unstable, and insufficiently compensated.

Teaching points:
By presenting basic information, exercising their computational skills, and exploring personal values, this module will help participants answer such basic questions as: What is the minimum wage that all workers must be paid? Am I entitled to overtime pay? If I know my hourly wage, how much money will I earn this year? What will my take-home pay be at this job? What benefits am I legally entitled to? What other factors, such as transportation and child care costs, should I think about before deciding to accept a job? What can I do to increase my earnings or to find a better job? How are future trends in the economy going to affect me? What can I do if I think I have been treated unfairly by my employer? In addition to getting answers to these questions, participants in this module will be encouraged to think about how making good labor market choices can help them achieve defined personal goals.

Learning activities:
Participants will poll their classes to find out what kinds of jobs they would be interested in getting or learning more about. They will also create a checklist of the positive and negative aspects of the jobs that they presently work in. They will use the checklist to discuss what might be done to overcome the negative aspects.

Module 1
Making Choices About Jobs

Grouping strategies	• jigsaw or reading work in pairs; • small groups to plan solutions;
SCANS incorporated	• analyze and organize information • teamwork; • design a system;
Ideas for presentation	• in a classroom, special topic workshop, as a thread or theme throughout a course;
Extend learning beyond the classroom	• visit potential employers; • call a school to find out about training programs; • network with friends/family about employment opportunities;
Self-directed learning	• plan to achieve their goal of getting a job;
Insider Information	• module builds on material already covered, enhances critical thinking and communication; • integrated job counseling, language, employment, and educational goals; • activities helped students practice in the community; • students saw impact of deductions on earnings. • provided an opportunity for students to analyze a variety of factors when considering a job change.
Reflection: **1. process**	1. articulate steps to take in weighing alternatives to make informed decisions;
2. content	2. students restate skills learned and how they will use them.

Module 2
Women's Work Issues

Importance:
Immigrant women face special problems in their work lives because the jobs most commonly available to them are likely to involve unfavorable working conditions, low wages, and job insecurity. Piece rate sewing and other kinds of home employment are particularly likely to involve exploitation and illegal working conditions. Certain legal protections guarantee workers a minimum wage, overtime pay, equal treatment of both sexes, and freedom from discrimination and sexual harassment, but enforcement may be lax and working women may feel too intimidated to seek redress for unfair and illegal treatment.

Teaching points:
Participants in this module will learn that: Women in the workforce are more likely to be treated illegally than men. Workers usually have more employment options open to them than they realize. Domestic workers have the same rights as other workers. Even women who are not authorized to work in the U.S. have some legal protections. In the years to come, there is likely to be a strong demand for bilingual workers, both in the public and the private sectors, as California's population becomes more multicultural.

Learning activities:
Participants may hear from a representative of a employment rights group, a public interest lawyer, or a labor lawyer about how discrimination complaints are handled; they may review the basic qualifications for readily available jobs and compare them to their own skills; they may role play a negotiation between a supervisor and workers to improve working conditions.

Module 2
Women's Work Issues

Grouping strategies	• whole group discussion; • small groups; • role play;
SCANS incorporated	• analyze information; • understand and operate within system; • teach others;
Ideas for presentation	• combine with Module 4 in classroom or workshop setting; • guest speakers
Extend learning beyond the classroom	• carry out plan of action;
Self-directed learning	• research employment right;
Teacher comments	• very effective point with the students was that women have rights protecting them in the workplace; • module strength is in the many skills use to learn the various issues.
Reflection: **1. process** **2. content**	1. articulate steps to resolving a work problem; 2. list what they have learned about women's rights on the job; present advantages and disadvantages of each possible solution;

Module 3
Unemployment Insurance

Importance:
Many of the industries that employ immigrants such as agriculture, tourism, and food services, have high rates of seasonal unemployment. The prospect of being unemployed is especially worrisome to immigrants who typically have low hourly wages when they are working, which makes it hard for them to put any money aside for a "rainy day." For these reasons, unemployment insurance (UI) is an important part of the social safety net for immigrant workers that they should understand and take advantage of when they are qualified for it.

Teaching points:
Participants will learn that about the qualifications they must meet in order to be eligible for UI benefits. The module explains the most important requirements for eligibility, e.g., that benefits are generally available only to those workers who are laid off, not those who are fired "for cause" or who have voluntarily quit their jobs. The module also addresses the requirements for maintaining eligibility, most importantly that to continue to receive benefits, laid-off workers must be actively seeking work and be able and available to accept work every day of the week. Participants will learn how to estimate the level of UI benefits they could expect to receive if they were to become unemployed, what the maximum length of benefit payments is, and what the conditions are under which UI benefits are considered taxable income by the IRS.

Learning activities:
Participants will become familiar with the state Employment Development Division (EDD)'s claimant handbook, table of benefits, claim forms, and other documents. Because the terminology EDD employs to determine eligibility is unfamiliar and confusing to many applicants, the module includes an exercise in which flashcards are used to promote discussion about the meaning of such terms as "fired," "laid off," "resigned," and "downsized."

Module 3
Unemployment Insurance

Grouping strategies	• whole group - discussion, reading, analyzing pay stubs and forms; • small group - role play, vocabulary, record keeping practice, reading; • pairs or individual - fill out claims and figure benefits;
SCANS incorporated	• critical thinking, decision making, problem solving; • acquire and evaluate information; • understand systems; • teamwork;
Ideas for presentation	• present in a larger context, combine with other "worker" modules; • bring in real: pay stubs, forms and pamphlets about other EDD services; • students share firsthand experiences;
Extend learning beyond the classroom	• visit the EDD office; • students work with family to keep financial records;
Self-directed learning	• gather information and apply for benefits; • use knowledge and techniques to access other social services; • help family and friends understand the system and apply for benefits;
Inside Information	• students knew how to apply for unemployment benefits; • they needed more detailed and specific information: Can I get training or study English while receiving unemployment benefits? If the EDD offers me a job, do I have to take it? • teacher needs to be prepared with good current information;
Reflection: **1. process**	• which activities did you like best? why?
2. content	• what have you learned that might help you or your family in the future?

Module 4
On the Job Health and Safety

Importance:
Immigrant workers are employed in some hazardous occupations, such as construction and farmwork, that have high rates of occupational injuries. While injured workers may be out of work for just a day or two, it is possible to experience chronic, work-related health problems that last for years or for the rest of their life. While the United States has many laws designed to protect workers from injuries or occupational health problems such as exposure to toxic materials, most are difficult to enforce and workers who complain about working conditions may be ignored, disciplined, or even fired. Therefore, workers find themselves trying to decide if the benefits of continued employment outweigh the hazards to their health and safety.

Teaching points:
This module shows workers that they have the right to refuse to do a job that threatens them with injury or which seriously jeopardizes their health. Immigrants have the same rights as other workers. They cannot be given more hazardous jobs, given worse safety equipment, or assigned dangerous tasks for which they are unqualified simply because they are immigrants or undocumented. The module reminds participants that many on-the-job hazards, such as pesticide contamination or exposure to lead or solvents, are difficult to detect while they are happening. Pregnant women may bear special risks from such exposure, and severe psychological stress can also be a danger to health. The module discusses ways workers can take responsibility for working as safely as possible, and when this is not possible, how to report safety violations to Cal-OSHA. Workers' Compensation is featured as the important benefit for which all workers, even the undocumented, are eligible.

Learning activities:
The module uses role playing to help participants understand how to talk to employers about hazardous work conditions, discussions to learn what pressures lead workers to work without taking safety precautions, and calculations to estimate the value of potential lifetime earnings lost due to workplace injuries.

Module 4
On the Job Health and Safety

Grouping strategies	• pairs; • small groups to discuss safety signs; • role play how to report unsafe conditions to a supervisor;
SCANS incorporated	• acquire and analyze information • work in teams;
Ideas for presentation	• classroom situation; • lends itself to guest speakers;
Extend learning beyond the classroom	• assess safety in your own work situation; • assess safety of your home and your child care place;
Self-directed learning	• research your rights regarding safety on the job; • discuss safety issues with your co-workers and supervisors;
Inside Information	• gather safety books and flyers from students' jobs; visuals with safety signs; and accident report forms;
Reflection: **1. process** **2. content**	1. describe process used to learn about safety on the job; 2. illustrate why it is important to have information about health and safety issues on the job.

Module 5
Support Systems For Injured Workers

Importance:
The support systems for assisting injured workers in the United States are complicated and difficult to understand. Injured workers often are at a loss to know what, if any, kind of help they can get to help pay for medical treatment and compensate for lost wages. Immigrant workers who are injured face special problems, because many work in industries that do not provide medical insurance as a fringe benefit, and as these workers age, it is difficult for them, having limited English-speaking ability and education, to move into less physically-demanding occupations.

Teaching points:
The module discusses the main programs providing assistance to injured workers. Workers' Compensation is an important benefit that provides for medical treatment of an on-the-job injury, rehabilitation services, retraining for the permanently disabled worker, and limited support to a worker's family in the event of the worker's death. The State Disability Insurance system provides up to a year's worth of financial support to disabled workers whose disabilities last for longer than one week. There is also a discussion of services available from the California Department of Rehabilitation and Supplemental Social Security Income (SSI) available from the Social Security Administration.

Learning activities:
Participants will fill out a sample application for State Disability Insurance. Since there are many situational ambiguities that can affect eligibility, participants will complete exercises to learn the vocabulary of disability programs and the requirements each program has for qualifying for assistance.

Module 5
Support Systems For Injured Workers

Grouping strategies	• groups of four for numbered readings, for checking questions prepared in groups, and for problem solving situations;
SCANS incorporated	• evaluate information; • teach others; • work with others; • understand systems;
Ideas for presentation	• may be used for classroom as a thematic strand or as a workshop; • divide readings into 3 or 4 paragraphs, have groups read one section and teach it to the class; • for question formation exercise, give each group statements appropriate for the paragraph they read (see 'inside information');
Extend learning beyond the classroom	• have students gather telephone numbers for support services: workers' compensation, SDI, vocational rehab. • ask students to interview someone receiving support services, outside of class, and report on their experience;
Inside Information	• the handout "Situations" lends itself to self directed problem solving; • for readings and statements: divide readings and questions for use in small groups with students teaching each section to the whole class;
Reflection: **1. process**	• reflect on their work as to: who emerged as leaders, who went out into the community, who taught or reported to the class, how these skills translate in the world of work, etc.;
2. content	• restate steps for making a claim.

Module 6
Access to Adult Learning Opportunities

Importance:
Access to adult learning opportunities, particularly learning to speak English, is a key to occupational advancement for immigrants. Learning is frequently a lifelong process, pursued not only in structured learning programs but also in self-directed courses of learning and in the full spectrum of informal social interactions of life in the United States.

Teaching points:
Participants learn that access to lifelong learning is essential to achieving social and economic equity in the United States. While rights to low-cost learning opportunities irrespective of immigration status are now being challenged, some good opportunities remain. Participants are cautioned not to expect that brief ESL, basic skills, or vocational education classes that last for a few weeks or months will overcome the tremendous educational gaps between adult learners with minimal formal education and few skills and the expectations of the contemporary workplace. Libraries, public radio and television, and employer-sponsored workplace learning programs are recommended as useful extensions or alternatives to traditional classroom-based learning programs.

Learning activities:
The module supplies a number of exercises designed to enable participants to match their personal interests and education with job requirements, to learn about adult education opportunities, to analyze career paths, and to choose learning opportunities that will enable them to advance their careers. One research assignment requires students to look through help-wanted ads in a newspaper to learn about the requirements for different kinds of jobs.

Module 6
Access to Adult Learning Opportunities

Grouping strategies	• pairs, four corners, small groups;
SCANS incorporated	• using informational resources (newspaper); • design systems (personal plan); • interpret information; (chart)
Ideas for presentation	• class room presentation; • vocational counseling speaker;
Extend learning beyond the classroom	• look through newspaper for relevant information; • research qualifications necessary for desired jobs;
Self-directed learning	• follow developed personal plan; • develop new plans; • continue to use resources for information needed;
Inside information	• collect information on employment training programs available;
Reflection:	
1. process	• reflect on working in groups and gathering information;
2. content	• name new information resources found.

Module 7
Teenagers Access To Higher Education

Importance:

Even though higher education is costly in terms of time and money, it is perhaps the most important investment a high school graduate who likes school can make to increase his or her future earnings power. Even young people who have dropped out of school or who have gone straight from high school into the labor market should consider some form of post-secondary education (such as vocational training or community college) as a way to increase their earnings and move into a satisfying career.

Teaching Points:

Most immigrant children will need some form of financial assistance to pursue higher education. There are some viable options for higher education that are open even to undocumented immigrants ineligible for federal financial assistance. Unfortunately, the paperwork to file a student financial aid application is formidable, and there are many different potential sources of financial support that need to be understood. This module seeks to help participants understand and work their way through the financial aid process.

Learning Activities:

In performing a series of instructional exercises, participants will work cooperatively with one another, draw on their problem-solving skills, and attempt to estimate the economic value of higher education. A list of important terms and a set of flashcards is included to help participants master the terminology of the financial aid business.

Module 7
Teenagers Access To Higher Education

Grouping strategies	• various groupings from whole class to small group to pair work; • whole group in the presentation phase; • small group in problem analysis; • pair for discrete-point language practice;
SCANS incorporated	• analyzing information; • inform others; • problem solving; • preparing an action plan; • understanding U.S. education system;
Ideas for Presentation	• survey class first to determine interest in higher education • link vocabulary lessons with grammar;
Extend learning beyond the classroom	• research financial aid sources; • students call 1-800-FOR-TUITION to get financial aid information;
Self-directed learning	• carry out personal plan of action for future education;
Inside Information	• contains a lot of essential vocabulary; • be prepared to accommodate vocabulary explanations and short grammar practices;
Reflection:	
1. process	• How did like working in a small group? • Were you comfortable calling for information?
2. content	• Name the first step of your action plan.

Module 8
Women's Immigration Issues

Importance:
Since immigrant men are frequently the "pioneering migrants" who come first to work in the United States while their wives and children join them later on, immigrant women may lack legal status even when their husbands have been able to obtain it. This module discusses potential strategies that women can pursue to achieve legal status based on their husbands' permanent residency.

Teaching Points:
Participants learn that women who joined their husbands in the U.S. too late to qualify for legalization under IRCA can still be legalized if their husbands become citizens. Similarly, women who missed out on legalization under IRCA can apply for legal residence in the U.S. under Family Unity provisions of immigration law, provided that they entered the U.S. before May 5, 1988. There are also options open to women who are in the process of being divorced from their citizen husbands, or whose husbands are abusing them or their children (the so-called "battered spouse" waiver). The module also assures women not authorized to reside and work in the U.S. that seeking and/or being denied services from public agencies is unlikely to lead to their deportation.

Learning Activities:
Participants will identify local immigrant advocacy groups by using the telephone book and newspaper advertisements; they will use role playing to discover ways to deal with human service providers who are hostile to immigrants; and they will conduct research on the Internet on the different kinds of U.S. immigrant visas.

Module 8
Women's Immigration Issues

Grouping strategies	• whole group - teacher moderated discussions if it is an emotional issue; • guest speaker;
SCANS incorporated	• understanding systems; • critical thinking, problem solving, creative thinking; • acquire and evaluate information;
Ideas for Presentation	• teacher should gather and simplify the difficult information; • can teach with module 20 "Following Changes In Laws..."; • students talk to their friends and families and write questions for the guest speaker;
Extend learning beyond the classroom	• students survey family and friends on immigration concerns; • students bring in rumors about local immigration problems to clarify;
Self-directed learning	• students solve immigration problems for themselves, friends, and families; • get help from community group or lawyer; • work to change immigration policy in the future;
Inside Information	• information seems to be of primary importance and the learning process is secondary; • teacher needs to have good, up-to-date information and present it in simple direct ways; • be ready to deal with anger, confusion, and frustration caused by immigration laws and child abuse laws;
Reflection: **1. process**	• how do you feel discussing this topic?
2. content	• what did you learn that will help you or your family?

Module 9
Renting A Place To Live

Importance:
Immigrant families typically must pay a very high proportion of their monthly income for rent. Often this is as much as half of earnings. Therefore, deciding where to live is a key financial decision for immigrant families. To make this decision wisely, immigrant families need to be able to do comparison shopping, to identify the total costs of housing in addition to monthly rent, and to recognize and deal with housing discrimination.

Teaching Points:
Participants will learn that rental housing is legally required to meet certain specific minimum standards. While landlords have the right to check on applicants' credit history and to refuse to rent to people with bad credit, who have had court judgments entered against them, or who have had a bad prior rental history, they cannot discriminate against applicants on the basis of race, religion, gender, national origin, marital status, or physical disability. Moreover, landlords have no valid reason or legal basis for wanting to know what a potential tenant's immigration status might be. The module emphasizes that rental agreements are serious, binding legal documents that should be read carefully and observed scrupulously by both landlords and tenants.

Learning Activities:
Participants will prepare bar graphs to show what proportion of the class is paying different levels of rent; they will hold a discussion about any discrimination in housing that they may have experienced; and they will examine a credit bureau report to decipher the many codes used in reporting.

Module 9
Renting A Place To Live

Grouping strategies	• round robin, jigsaw reading, interviews, role play; • small groups to produce pie charts, bar graphs, letters;
SCANS incorporated	• critical thinking, decision making, problem solving; • teamwork and interpersonal skills; • acquiring and evaluating information; • understanding systems;
Ideas for Presentation	• appropriate for ESL or ABE class; • combine with Module 10, "Landlord and Tenant's Rights & Responsibilities"; • can be easily adapted for lower level classes; • students have the opportunity to work on real life problems in class; • suggested topics for guest speakers: Neighborhood Watch, tenants rights, gangs;
Extend learning beyond the classroom	• students bring in their own leases and contracts; • ask for information from a community organization; • survey families and neighbors;
Self-directed learning	• join or form Neighborhood Watch; or tenant committees; • access needed information next time there's a housing problem; • get the cleaning deposit back; • use techniques from this module to learn more about other rights;
Inside Information	• contains important basic information needed by students; • provide students with the information and place the emphasis on what to do with the information;
Reflection:	
1. process	• Did you like working in groups? Why?
2. content	• What was the most important thing you learned this week? How will you use what you've learned?

Module 10
Landlords' and Tenants' Rights and Responsibilities

Importance:
Since landlord-tenant relations are much more formal and legally prescribed in the U.S. than they are in many immigrants' home countries, it is important that tenants understand their own rights and responsibilities as well as the rights and responsibilities of their landlords.

Teaching Points:
This module reviews some of the most important sources of conflict between landlords and tenants. It teaches participants that landlords can request that tenants leave without stating a specific reason provided that they supply "30- day notice." Landlords can evict tenants more quickly with a "3- day notice" for violation of the terms of a rental agreement. Tenants should give 30-day notice before leaving rented premises, and landlords must give tenants 30 day's notice before increasing the rent.

Learning Activities:
Participants will engage in classroom discussions of the most common kinds of conflicts between landlords and tenants. They will practice writing letters such as a request for repairs or for return of a security deposit.

Module 10
Landlords' and Tenants' Rights and Responsibilities

Grouping strategies	• whole class discussion eliciting students' experiences; • small groups for numbered readings; to prepare questions for panel; • pairs for writing letters of complaint; for role play dialogues;
SCANS incorporated	• work as a member of a team; • understand systems; • negotiating;
Ideas for Presentation	• simplify language in LAES materials if needed; • invite a panel: legal aid, representative from HUD, etc.; • create a mock situation and follow it all the way through the process;
Extend learning beyond the classroom	• interview neighbors, friends or family about a problem they have had and how it was or was not resolved; • report to the class and brainstorm any further actions that could be taken; • research resources and gather phone numbers for legal aid, HUD, etc.; • call and invite panel members;
Self-directed learning	• decide for themselves what action they do or do not want to take;
Inside Information	• teacher follows students' lead in problem solving and decision making, not vice versa;
Reflection:	
1. process	• reflect on problem solving as a group;
2. content	• state different options resolving a housing problem

Module 11
Women's Changing Roles

Importance:
Soon after their arrival in California, immigrant women find themselves having to adopt new roles as workers, mothers, and wives. Perhaps the most important change for these women is the necessity to combine full-time work in the formal labor market with their traditional roles as spouses and mothers.

Teaching Points:
This module helps participants understand that social life in the U.S. inevitably brings changes in immigrant women's roles. Since hardly any families in the U.S. can survive without both husband and wife working, new arrangements for child care and maintaining households are necessary. Family tensions are the inevitable result of learning to function in the new environment. Often these include tensions between wives and their husbands, which should be expected and prepared for. Unfortunately, in the U.S. it is difficult to rely upon informal support network that provide so much helpful support to families in developing countries. In the U.S., some of these support services are provided by formal institutions, such as health clinics and child care providers. Immigrants need to know about and use these institutions.

Learning Activities:
Participants will discuss their own experiences of the changes in living that are required in the U.S. as well as the advantages and disadvantages of working, remaining at home to raise children, or combining both roles. They will use role playing to discover effective approaches to dealing with family conflict and helping their children with problems in school. They will also learn how to develop a family budget to help them decide the best strategy for reconciling women's conflicting roles in the U.S.

Module 11
Women's Changing Roles

Grouping strategies	• small cooperative groups, especially those made up of two men and two women;
SCANS incorporated	• acquire, organize and evaluate information; • teamwork; • work well with people from diverse backgrounds (male/female); • problem solving;
Ideas for Presentation	• use incomplete matrix to highlight the lifestyle differences between Mexico and the US. A column for another country could be added, i.e., Mexico US Philippines "Women work outside home" "Men take responsibility for children" "Who attends school functions"; • from this draw out other ways in which lifestyles vary among countries; • consider the problems that might arise and how to combat them successfully.
Extend learning beyond the classroom	• have students talk with neighbors and friends to gather other possible solutions to common lifestyle problems; • share with the group the following class session;
Self-directed learning	• have students find local free or low cost resources for help in solving lifestyle problems before they become major;
Reflection:	
1. process	1. describe how difficult it was to discuss lifestyle problems in small groups; state if they discussed problems that affected their own family;
2. content	2. list new ideas and techniques for solving these problems before they become a critical issue that they have learned.

Module 12
Parents' Involvement in their Children's Education

Importance:
Immigrants' recognition of the value of education for their children's success is a valuable contribution to the children's future. But to assure this success, parents need to become involved in their children's education and participate in many aspects of their children's learning, both inside the school and outside. This means more than just making sure children go to school and do their homework. While parents do not need to be experts in education to be helpful, they need to know that their concern, common sense, and participation will make a difference.

Teaching Points:
Participants will learn that the U.S. Supreme Court has upheld the right of all children to an elementary and high school education, regardless of their immigration status. There are also laws protecting children from discriminatory treatment based on their gender, race, national origin, language, or mental or physical disability. These laws provide for the right to receive special help to children who have difficulty in speaking English. Parents will be reminded that they themselves can be important teachers for their children, and that children whose parents are involved in their education are most likely to succeed. Since public schools in the U.S. are locally controlled, parental involvement can make a difference in the kinds and quality of services children receive.

Learning Activities:
Participants will be asked to describe their goals for their children and discuss the anticipated obstacles to achievement of these goals. They will use role playing to explore how immigrant students are treated by teachers and how parents and teachers should interact. Discussions will explore such topics as how children can best acquire good English language skills and the activities parents can do with their children that will help them learn but that do not require knowledge of classroom materials.

Module 12
Parents' Involvement in their Children's Education

Grouping strategies	• whole group for guest speakers; • pairs for reading activities; • small cooperative groups for activities;
SCANS incorporated	• acquire and evaluate information; • understand system (schools in US); • operate within the system; • interpersonal skills;
Ideas for Presentation	• classroom discussions; • guest speakers; • suitable for ESL, ABE and Parent Ed.
Extend learning beyond the classroom	• call child's school and volunteer to help; • organize neighbors to provide learning opportunities for chidden;
Self-directed learning	• join the PTA; • attend a school conference with the teacher; • become a member of a school committee;
Inside Information	• role playing questions to ask at a teacher conference will give students the confidence to attend their first one;
Reflection:	
1. process	1. students state if they learn best from their classmates or from a guest speaker;
2. content	2. list ways of being involved in child's education that best suits you.

Module 13
Issues in Accessing Services

Importance:
In the U.S., women usually end up bearing primary responsibility for seeking support from the formalized human service delivery systems that replace the informal support networks of rural Latino society. Many useful services, such as pre-natal care and immunizations, are available at little or no cost. The programs providing the services that are most crucial to immigrant families' welfare tend to be the most bureaucratic, so it is useful to know how to interact successfully with the social workers who administer these programs and how to meet eligibility requirements.

Teaching Points:
Participants will learn that eligibility for almost all services is conditioned on family income, which means that keeping good records of income and household expenses is essential for securing these services. The legally-established procedures for resolving disputes over eligibility for services are adversarial but fair. Outreach workers are more likely than most social workers to be Spanish-speaking and can be important resources, especially about the "rules of the game" for various assistance programs. Above all, women seeking help have the basic right to be treated in a respectful and dignified way.

Learning Activities:
Participants will prepare monthly budgets of income and expenses, role play eligibility interviews, rate human service agencies on their performance, and hear guest lecturers from grassroots organizations, local schools, and emergency hotlines.

Module 13
Issues in Accessing Services

Grouping strategies	• whole class - brainstorming, reporting; • small group - gathering information; • individual - how to act upon information;
SCANS incorporated	• teamwork; • decision making, problem solving; • sociability, self-management, curiosity; • effectively allocate time and resources; • acquire, evaluate, interpret and communicate information; • apply technology to task;
Ideas for Presentation	• can be used to research almost any issue; • survey class to determine interests, form groups according to interests, each group chooses one topic to investigate, write questions about topic, brainstorm where and how to find information, use various resources, report to class;
Extend learning beyond the classroom	• students gather all the information on their topic; • teacher arranges use of office phones, and computers; • groups may set up and conduct contact assignments during regularly scheduled class time;
Self-directed learning	• students may plan to use process in the future to help themselves and their families;
Inside Information	• we used this module to test if students really would take responsibility for every aspect of a learning experience. They did; • teacher was there for support and guidance, students defined, executed, and interpreted the whole unit; • techniques can be used to investigate any topic;
Reflection: **1. process** **2. content**	• How did your group divide up the work? • How can you use this in the future?

Module 14
Using Information Resources

Importance:
In the years to come, it is expected that it will be less important that workers know a great deal of detailed information relevant to their jobs and more important that they know how to locate and assimilate this information. Since useful information can come from so many sources, contemporary literacy requires the ability to access information wherever it is to be found, to assess its accuracy and objectivity, and to put it to use in one's own life.

Teaching Points:
Participants will learn that readily available information from friends, co-workers and family members, while often valuable, may not always be accurate. Even printed, official information put out by government agencies or non-profit organizations may be incomplete or misleading. It is safest to compare information from different sources and to confirm it before acting on it. One should never be embarrassed to ask for a clarification or explanation if needed. At the same time, it is often impossible to get all the information one would like to have before making an important decision, in which case it is necessary to base the decision on what the information that is available suggests is the best course of action.

Learning Activities:
Participants will learn how to use airline and bus schedules to plan trips, the telephone book to locate government agencies, the newspaper to study news stories and understand a weather report, and the Internet to find information about their home cities.

Module 14
Using Information Resources

Grouping strategies	- round robin for brainstorming; cooperative teams of three to select, and carry out assignments;
SCANS incorporated	- questioning and note taking; information gathering, analytic, and problem-solving skills, use of technology;
Ideas for Presentation	- in a classroom at the beginning of the course to prepare students to research topics of interest to them, and to find varied opinions on a subject;
Extend learning beyond the classroom	- opportunities for contact assignments, phone inquests, interviews with key informants, and surfing the Internet;
Self-directed learning	- design a research project on topic of interest;
Inside Information	- teachers can build from the familiar, newspapers and phone books to the unfamiliar, reference books, encyclopedias, the Internet;
Reflection: **1. process** **2. content**	1. reflect on efficiency of working as teams; 2. comment on the research process.

Module 15
Political Participation

Importance:
Getting involved in political life and community issues in the United States can have direct, important impacts on the quality of immigrants' lives. While only citizens can vote, anyone living in the U.S. can talk with others and join together with like-minded people to pursue common interests. It helps to be informed about issues of shared concern, being willing to learn about different points of view, knowing how to be a good listener, reflecting on what one has heard, and stating personal opinions in a convincing, persuasive way. The same skills can be useful in the workplace, and can be used by workers as part of their strategies for career advancement.

Teaching Points:
Participants will appreciate that their political involvement can make a significant difference, especially at the local level. The most effective ways to be involved are to join or create groups that address issues of personal interest. Writing elected representatives is also effective. Even just reading the newspaper and occasionally writing a letter to the editor is a useful form of political participation that can affect the opinions of the paper's other readers. Immigrants who are citizens should take the time to become informed about candidates and ballot issues. Immigrants who are permanent residents should consider becoming citizens so that as potential voters they will be able to influence officials more effectively.

Learning Activities:
Participants will discuss among themselves issues on which they have differences of opinion. Letters to newspaper editors will be analyzed and evaluated. Treatments of controversial issues by the news media will be examined for fairness and balance. As homework assignments, participants will draft letters to an elected official or an agency representative, and they will conduct informal polls of their friends and neighbors on controversial issues. As a classroom activity, participants will engage in role playing to seek to persuade an undecided person to take a particular stand on an issue.

Module 15
Political Participation

Grouping strategies	• whole group - guest speaker, discussion; • small group - role play, writing letters • individual - writing letters, community contact assignment
SCANS incorporated	• decision making, problem solving; • responsibility, sociability; • acquire, evaluate, interpret information; • teamwork, negotiate; • understand and work within system;
Ideas for Presentation	• good in a regular ESL class and even better in a citizenship class; • review the basics of how local government works, and role play mock city council meetings; • read about inspirational grass roots organizers; • community contact assignments and guest speakers are very effective;
Extend learning beyond the classroom	• students talk to friends and neighbors about local political issues; • students define important issues and contact agencies that deal with those issues; • register to vote and VOTE!
Self-directed learning	• students commit to at least 3 things they will do to participate in the political life of the community; • complete the citizenship process and help others complete the process; • join political organizations;
Inside Information	• Political Participation was the least popular topic on the Salinas' Needs Assessment. Calling it "Community" Participation" worked just fine.
Reflection: **1. process** **2. content**	• Which activity did you like the most? Why? • What did you learn from the mock city council meetings?

Module 16
Dealing With Stress

Importance:
Stress is one of the most serious threats to the health and well-being of immigrants in the United States. That's because immigrants face higher levels of stress than people born in the U.S. Coping with stress is a key to success at home, at work, and in the community.

Teaching Points:
Participants will learn that the pace of life and work in the United States makes some stress inevitable. People respond to stress in different ways, e.g., "fight" or "flight." Although humans are capable of handling short-term stress effectively, long-term, persistent stress can have such serious physical consequences as high blood pressure, lowered immunity, and ulcers. Stress also has long-term implications for mental health. As a general rule, doing something about stress is better than doing nothing. Ignoring stress is not a useful way to cope. While the workplace, homelife, and our communities are all potential sources of stress, the kinds of stress encountered are different in each of these environments. Talking things out, finding more time for recreation, and making long-term plans to reduce stress are all useful ways of dealing with the problem.

Learning Activities:
Participants will compare how much time they spend each week in various activities such work, errands, childcare, and recreation; discuss the most stressful kinds of stress in the workplace; listen to a physician or community health official talk about stress-related physical and emotional problems; and draw up a list of people and organizations that could be helpful in dealing with stress.

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Module 16
Dealing With Stress

Grouping strategies	• four corners, small group;
SCANS incorporated	• team work; • problem solving; • informational resources; • organize and evaluate information; • understanding systems;
Ideas for Presentation	• works well in classrooms of all program areas; • lends itself to guest speakers; • coordinate with other health topics;
Extend learning beyond the classroom	• gather information from friends and family to report to class; • practice one relaxation technique;
Self-directed learning	• made changes in lifestyle; • used relaxation techniques with family;
Inside Information	• students learned to recognize stress but some ideas as to how to deal with it; • a strength of this module was creating a resource directory;
Reflection: **1. process** **2. content**	1. describe the steps they took to learn how to deal with stress; 2. rated stressful situations, list ways they learned to manage stress.

Module 17
Dealing with Taxes

Importance:
Paying taxes is a basic part of one's duty as a resident or citizen of the United States. Even though most immigrants have low earnings, most are still required to file Federal tax forms with the Internal Revenue Service (I.R.S.) and state forms with the Franchise Tax Board. Those who fail to file tax returns or declare all of their income run the risk of serious consequences. Cheating on taxes is a crime, and a conviction on this account could be a barrier to securing citizenship. On the other hand, many taxpayers receive a tax return when they file because of excess payroll taxes withheld, and some very low income taxpayers may be eligible for a earned income credit.

Teaching Points:
Individuals and families should pay the right amount of tax, neither too much nor too little. Paying taxes gives taxpayers a stake in the government. Even low-income families with earned incomes of $20,000 or more are likely to be taxpaying stakeholders. Federal and state income tax forms are hard for most people to understand even though it's very important to complete them properly. Many taxpayers use professional tax preparers to fill out their forms for them, but many people, even those with limited education, have learned how to complete the required forms by themselves. Keeping good financial records is important regardless of whether individuals do their own taxes or pay someone else to do them.

Learning Activities:
Participants will review the basic I.R.S. income tax form 1040. They will use an I.R.S. tax table to learn how personal exemptions affect tax liability. They will listen to a local C.P.A., bookkeeper, or tax preparer discuss how they work with their clients to prepare tax returns. They will try using the I.R.S. help assistance hotline to clear up questions.

Module 17
Dealing with Taxes

Grouping strategies	• small groups, pairs. jigsaw reading;
SCANS incorporated	• accessing information; • accessing and using resources wisely; • design system (budget);
Ideas for Presentation	• classroom activities;
Extend learning beyond the classroom	• call several tax preparers to check experience, schedule, price;
Self-directed learning	• students prepare own taxes; • evaluate consequences of no filing;
Inside Information	• especially relevant before tax time; • can be taught at another time, as organizing personal information;
Reflection: **1. process** **2. content**	• describe purpose of calling various tax preparers; • list reasons for filing income tax correctly.

Module 18
Analyzing and Debating Issues

Importance:
Because there are increasing social tensions and other long-standing problems in many of the communities where immigrants live, it is particularly important for them to be aware of what their friends, neighbors, local business owners, and elected representatives are thinking or doing about community issues. Voting, a key civic duty, is most meaningful when citizens are informed about issues and the candidates' stands on these issues. Even immigrants who are not eligible to vote, either because they are too young or because they are not citizens, can still get involved in community affairs and make a difference. Analyzing issues and debating them is a good way to get started.

Teaching Points:
Most of the time when people talk to one another, they are expressing opinions or viewpoints rather than communicating factual information. Advocacy is fine, as long as opinions and beliefs are distinguished from facts. Since there are many complex issues in contemporary society, differences of opinion are inevitable. But staying calm and remaining polite is essential for communicating clearly.

Learning Activities:
Participants will debate one or more of the controversial issues on a list that is part of this module, review newspapers to identify other issues of contemporary significance, participate in Internet chat forums, monitor local talk radio programs, and review the opposing positions in a California Voter's pamphlet on ballot initiatives.

Module 18
Analyzing and Debating Issues

Grouping strategies	• groups of 4-6 as debating team; • two large groups;
SCANS incorporated	• acquiring and evaluating information; • critical thinking; • working in a team; • teaching others; • understanding debating system;
Ideas for Presentation	• can be combined with any module with controversial ideas; • provides a framework for debating, or arguing a point in an organized and civil fashion; • lends itself to guest speakers;
Extend learning beyond the classroom	• students need to acquire more information to support their opinions with facts;
Self-directed learning	• informing themselves about issues of importance to them; • involvement in community issues, town meetings;
Inside Information	• less confident students often come alive during this module as opinions get "stirred up;" • prevent group domination by any individual; • important to recognize all opinions;
Reflection: 1. **process** 2. **content**	• reflect on debate procedures, were the rules followed? • What did you learn about the topic you discussed? Did your opinions change?

Module 19
Collaborating With Neighbors

Importance:
Since immigrants who live in low-income communities are unlikely to get the quality public services that are provided to middle and upper-class neighborhoods, it is especially important for immigrants to learn how to form effective collaborations with their neighbors to improve the quality of life in their communities. Without successful collaborations, immigrant communities are likely to become closed enclaves, cut off from the opportunities and advantages of the richer neighborhoods around them.

Teaching Points:
There are considerable advantages to establishing or participating in community groups that cut across ethnic boundaries. The most effective collaborations are those in which groups pursue their own concerns but have a mechanism for resolving conflicts. Effective community groups are able to resolve conflicts quickly and equitably. Some well-established community organizations with government funding, such as Head Start, are required to support active community involvement in their activities.

Learning Activities:
Participants will carry out an informal survey of their neighbors to determine community priorities, invite speakers from local civic organizations to explain their missions, and discuss with a local business person the kinds of teamwork that are involved in delivering a product or service.

Module 19
Collaborating With Neighbors

Grouping strategies	• whole class; • small cooperative grouping by relevant community issues; • survey teams by neighborhood;
SCANS incorporated	• teamwork; • negotiate; • acquire, organize, evaluate information; • use people and time as a resource; • understand systems; • choose correct technology;
Ideas for Implementation	• conduct a school survey to determine community issues of most interest; • guest speaker to discuss the issues; • small groups brainstorm alternative solutions;
Extend learning beyond the classroom	• discuss issues and possible with friends and neighbors; • gather other ideas from friends and neighbors;
Self-directed learning	• become involved in solving a problem by joining a volunteer group or committee;
Inside Information	• this module may be presented in conjunction with Module 18, Analyzing and Debating Issues;
Reflection: **1. process** **2. content**	1. list ways to become involved in solving problems; describe your feelings as you participated in the group activities 2. name specific steps for solving community problems; list ways to clarify conflicting information.

Module 20
Following Changes In Laws About Immigrants

Importance:
Strong anti-immigrant feelings have recently led to the enactment of harsh Federal legislation that will have a major impact on the lives of immigrants in the United States. Legal provisions affecting unauthorized immigrants are likely to become harsher and better enforced in the years to come. Even legal residents of the U.S. have seen their rights significantly curtailed. Some of the harsher provisions enacted in 1996 are currently being re-examined and may be ameliorated. But the situation remains extremely fluid, and all immigrants as well as many American-born Latinos have an extremely important vested interest in keeping up-to-date with the latest developments, both at the Federal and state levels.

Teaching Points:
Eligibility for many social benefit programs has become more restrictive as a result of recent changes in federal law. Eligibility for other programs may also become more restrictive, depending on what action the state government takes. Although there is much uncertainty about exactly how the changes will be implemented and enforced, there are many good sources of information for keeping up to date on the most current developments. While this information is available even to non-specialists, family, friends, and neighbors may not always be reliable sources of information.

Learning Activities:
Participants will arrange to meet with the reference librarian at a local library to learn how to use the library's newspaper index, they will learn how to use key words to search the Internet for relevant information, they will hear administrators of local programs that have been affected by new legislation regarding immigrant eligibility for the services provided by their programs, and they will research and report on the key terms and concepts found in the new legislation.

Module 20
Following Changes In Laws About Immigrants

Grouping strategies	• pairs to define new vocabulary; • whole group discussion of vocabulary; • small group discussion of current immigration issues; • small group or pairs to work on immigration issues;
SCANS incorporated	• acquire and analyze information; • understand and operate within system; • use resources and technology;
Ideas for Presentation	• silent brainstorming: students write an issue on 3x5 cards ("A friend has this problem..."); • students choose issue from card that interests them and then form groups; • library field trip to research issues; • debate between "pro" and "con" sides of each issue; • guest speakers;
Extend learning beyond the classroom	• field trip; • contact various organizations and inquire about services and fees;
Self-directed learning	• continue to remain current regarding immigration law;
Inside Information	• students who did not personalize the information seemed to get more from the experience;
Reflection: **1. process**	• review steps necessary to analyze future immigration issues, present advantages of negotiation and compromise;
2. content	• state what they learned about immigration issues.

Module 21
Transferring Professional Skills, Degrees, Credentials...

Importance:
Among immigrants to the United States, there are always some individuals with technical or professional backgrounds or training in their native countries. Most want to continue to use their skills in the U.S., but a lot of talent is wasted because there is no clearly defined system for evaluating their backgrounds. So professional immigrants who want to continue to work in their fields need to plan carefully to make a successful transition to professional life in the U.S.

Teaching Points:
Immigrant professionals seeking similar work in the U.S. should have a clear-cut goal in mind, but remain flexible about their options and alternatives. To assist the transition, they should obtain all transcripts, certificates, and letters of recommendation from their home countries and consider having them translated into English. Non-native professionals who are already working in the U.S. are excellent sources of information on how to find suitable employment in this country. Industry or trade journals, state licensing authorities, and even trade schools are other useful sources of assistance. It may be a good idea to take a lower job for a time in a related field to secure work experience in the U.S. and local letters of recommendation.

Learning Activities:
Participants will invite non-native professionals to class to learn how they qualified for their positions, contact state licensing authorities to learn about licensing requirements, clip job advertisements from a Sunday newspaper and report on skills and experience required, and search the Internet for information from professional journals' web sites.

Module 21
Transferring Professional Skills, Degrees, Credentials...

Grouping strategies	• whole group - sharing information; • small group - according to career interests or past educational experiences; • individual - complete action plan;
SCANS incorporated	• teamwork, social skills, interpersonal; • critical thinking, problem solving; • acquiring and evaluating information; • understanding systems;
Ideas for Presentation	• this module lends itself particularly well to a special workshop because it targets a specific segment of the population; • great opportunity for contact assignments and reporting back to class; • works well with M-6 "Accessing Adult Learning Opportunities;"
Extend learning beyond the classroom	• practice networking techniques; • contact colleges and universities; • seek out companies, professional organizations and individuals for information about their chosen fields;
Self-directed learning	• prepare action plan to transfer degrees, etc.;
Inside Information	• easy to plan for this module; • the information gathering should be done by the students; • teacher role is to bring together the groups and facilitate the fact finding;
Reflection: **1. process** **2. content**	1. How did you feel about being responsible for finding your own solutions? 2. How will you use the information in the future?

Module 22
Dealing With Law Enforcement Authorities

Importance:
Many immigrants are fearful or mistrustful of law enforcement authorities, perhaps because of experiences with police brutality and abuse of power in their home countries. It is important to realize, however, that in the United States, law enforcement in most cases is systematic, professional, and free of arbitrary or capricious treatment. Everyone has a right to due process. Police officers receive extensive training about the need to interact in a professional way with people in the community. But lingering suspicions, difficulties in communicating in stressful situations, and occasional abuses of power, can lead to problems from time to time. Understanding the laws, the role of the law enforcement system, and individual rights will help immigrants avoid many of the common problems they might encounter in dealing with law enforcement officials.

Teaching Points:
Law enforcement officers work for different organizations, sometimes with overlapping jurisdictions. Police power in the United States is not arbitrary. Police cannot stop people to demand to see identification without probable cause that an individual has broken a law. Police also typically need a search warrant to enter a private house or to search an automobile. In general, however, it is best to cooperate with police on the spot and to file a complaint later if there is reason to believe police have exceeded or abused their authority. Immigrants should especially be aware of applicable regulations that police may be enforcing, such as evictions, disturbance of the peace, and automobile-related matters such as driving licenses, vehicle registration, and traffic rules.

Learning Activities
Participants will describe or write about their experiences with the police, design an interview and invite a policeman to be interviewed in the classroom, take a field trip to a traffic court, and using the DMV's DUI Chart, estimate the number of drinks over a given period of time it would take for different members of the class to have a blood alcohol level illegal for driving a vehicle.

Module 22
Dealing With Law Enforcement Authorities

Grouping strategies	• small groups;
SCANS incorporated	• acquire and organize information; • understand system and communicate information; • reflect on ways to inform;
Ideas for Presentation	• works well in classroom setting; • lends itself to guest speaker;
Extend learning beyond the classroom	• students responsible to gather information and report back to class;
Self-directed learning	• no longer drives without license; • students may decide to purchase insurance; • students find alternatives in drinking and driving;
Inside Information	• each activity can be done in 1-12 hours; • they can be done in any order;
Reflection:	
1. process	1. review steps taken to acquire and organize the information about systems of law enforcement;
2. content	2. name ways information can be used for positive communication.

Module 23
Parenting in the U.S.

Importance:
Many immigrant parents grew up in cohesive communities in which people had time to talk to one another and help one another with their problems. Usually, cultural values were widely shared and local communities helped parents raise children by upholding these values. In the United States, immigrants find themselves uprooted from their own culture often without the support of relatives and like-minded neighbors. Their children are exposed not only to the different values of the U.S. but also to the extremely disruptive influences of the "street culture" embraced by some of their school-age peers. How are parents to cope?

Teaching Points:
It is not feasible for immigrant parents to seek to preserve cultural values by isolating their children from the mainstream culture. Parents will not be able to transmit these values without some effort. Careful reflection on these values is a good first step. Finding quality time to spend with children is especially important even though this is hard to do when both parents work. Parents should understand that disciplining children is more difficult in the U.S. Limits should be set, children should understand them, and discipline should be fair.

Learning Activities:
Participants will list the main difficulties experienced with raising children in the U.S. and break up into small groups to discuss possible solutions; they will rate the English-speaking ability of their children; they will invite people to class to address parenting issues from an immigrant's perspective; and they will view a video featuring typical conflicts that arise between parents and children due to differences in cultural values.

Module 23
Parenting in the U.S.

Grouping strategies	• small groups (count off by 6); • report of small group to whole group;
SCANS incorporated	• acquire and organize information; • analyze information; • use time as a resource;
Ideas for Presentation	• suitable for classroom use in higher for ESL, ABE, Parent Ed; • teach pie graph to analyze time spent; • develop confidence and trust before attempting this module;
Extend learning beyond the classroom	• discuss newly learned parenting strategies with friends or other adult family members;
Self-directed learning	• join PTA; • meet with teacher or attend parent conferences; • spend a 1/2 hour a day talking in English with the children about the events of the day; • develop short family rituals;
Inside Information	• it is very important to let the learners know that this unit is to explore parenting skills expected in the U.S., not to change their practices but to arise their awareness;
Reflection:	
1. process	• discuss which activities were useful and which were not useful;
2. content	• list new strategies learned for parenting in U.S.

Module 24
Teamwork and Supervision

Importance:
The industries in which most immigrant workers are employed, such as farmwork, food service, construction, housecleaning, and janitorial services, generally feature difficult working conditions in addition to offering only low wages. Conflicts with supervisors, in which workers think that they have been treated arbitrarily or unfairly, can be an unpleasant aspect of being employed in these industries. Gaining an understanding of how both immigrant-dominated and mainstream industries are managed can help workers appreciate some of the pressures supervisors work under as well as to determine what makes someone a "good" or "bad" supervisor.

Teaching Points:
Supervisors tend to have very different roles and personal characteristics in mainstream workplaces, on the one hand, and in small, immigrant-employing enterprises, on the other. In the former, supervisors are bound by formal company policies on how to supervise, are expected to serve as teachers or coaches, and are often held accountable for how well the units they are supervising perform. In the latter, supervisors typically know the workers better, tend to have a broader scope of authority, and are often family or personal friends of the owner or else former line-workers themselves. They may not have much experience in being a supervisor. Other organizations employ a team-based approach to structuring work, in which employees are given a great deal of responsibility and are expected to be self-managing.

Learning Activities:
Participants will rate their current supervisors and suggest personal characteristics that make for effective and ineffective supervision; hear representatives of personnel management firms, unions, or local businesses discuss issues of employee supervision; and engage in a role playing exercise in which a "supervisor" conducts a performance review of an "employee."

Module 24
Teamwork and Supervision

Grouping strategies	• small groups, a speaker reports back to whole; • paired work;
SCANS incorporated	• teamwork; • understanding system; • using resources, human, time, materials, • acquiring information; • analyzing information: performance check-list for supervisions;
Ideas for Presentation	• well suited to classroom with several different guest speakers to provide for various points of view; • role play difficult situations; • create secure classroom climate before attempting this module;
Extend learning beyond the classroom	• students ask supervisors from own company to speak to their class;
Self-directed learning	• student becomes a more active and effective member of his work team; • student speaks with his supervisor to let him know he'd like to move ahead and be considered for more challenging positions.
Inside Information	• discuss with the students that team work is not a process to be used only at work, but it is excellent to practice at home;
Reflection:	
1. process	• evaluate how well they worked in teams to accomplish their tasks;
2. content	• discuss roles of a team member; • define qualities of an effective supervisor.

Module 25
Career Advancement

Importance:
Most immigrants begin work in California in relatively low-paying jobs, such as farmwork, gardening, house cleaning, or sewing, which are low paid and often involve difficult working conditions. This module provides a very practical framework for thinking about career advancement out of these entry-level jobs.

Teaching Points:
Career paths are no longer straightforward or easily predictable. Even people who desire to do so may find it impossible to work in one career all their lives. So whatever steps one takes to get ahead need to be thought out carefully.
Some common strategies for advancement are: education-based, vertical advancement, and horizontal advancement. Almost all career advancement involves some kind of trade-off between the costs of getting ahead and the benefits of a better job.

Learning Activities:
Participants will identify kinds of work, job clusters, they would like to advance into, list the relevant educational or certification requirements, develop career advancement plans and strategies for meeting these requirements, and critique the strategies developed among themselves.

Module 25
Career Advancement

Grouping strategies	• Cooperative teams, three before me, buckets;
SCANS incorporated	• problem-solving, analyzing, and critical thinking skills; researching information; preparing plans;
Ideas for Presentation	• build from students own ideas for future employment;
Extend learning beyond the classroom	• visit local one stop career center; gather information from other sources and report to the class;
Self-directed learning	• implement prepared plan of action;
Inside Information	• whether or not class participants are actively thinking about career advancement, all adult learners will benefit from being prepared to think about these issues, particularly those who decided to give up on their hopes for getting ahead;
Reflection: **1. process**	1. reflect on "three before me" strategy;
2. content	2. share concerns regarding the topic of this module.

Module 26 –
Women in Non-traditional Occupations

Importance:
In seeking work or considering the work you are now doing, people tend to limit their consideration to jobs with which they are familiar and which are most easily available to them. For women this habit may lead to centering the job search on low wage, insecure jobs with few opportunities for promotion and marginal working conditions. Non-traditional occupations for women—such as construction, plumbing, machine operator, mechanic, pilot or truck driver, equipment salesperson, financial planner, utilities meter reader, telephone installer, television camera person—tend to pay more and some have better working conditions. The work we do, and its remuneration, has effects on mental and physical health as well as the stress we feel and convey to our close family and friends. Thus, the sort of reflection posed with this module is important for managing our lives, relationships, and careers.

Teaching Points:
Patterns of different work conditions for men and women are explored, and the assumptions behind why some jobs seem to be reserved for men or women. The kinds of jobs which tend to pay more and may be attractive as a job search target are explored along with the stereotyping and misunderstanding that may keep a person from applying for a job. Both the special barriers and advantages a person enjoys in competing for non-traditional jobs are discussed, and planning focuses on how one might go about preparing to get such a job.

Learning Activities:
Participants develop lists of what they perceive to be men's jobs and women's jobs and discuss why there is a difference and what the difference means to them. Participants prepare a table with columns for different categories of skills relating to the jobs they view as better and assess themselves on those skills. Speakers in some of these non-traditional occupations might be invited to talk about how she (if it's a woman) became interested in that field and what it took to get into the field and what she or other women she knows could do to help interested women get into her occupation. If the speaker is a man, presentation may focus on the nature of what they do in their job, why they think it would be a good or a bad idea for a woman to get into their line of work, and what it would take. If the class has access to Internet, some activities may involve exploring the Web Pages maintained by the U.S. Department of Labor on non-traditional occupations.

Module 26 –
Women in Non-traditional Occupations

Grouping strategies	• cooperative teams, rotating partners, teams of four, debate teams;
SCANS incorporated	• working as a member of the team; • negotiating agreements; • organizing information; • presenting your point of view;
Ideas for Presentation	• building knowledge through research and information analysis; setting up debate teams and focusing students' preparation on supporting one side of the issue;
Extend learning beyond the classroom	• talk to women who work in non-traditional jobs;
Self-directed learning	• students may prepare a presentation to discuss the topic with their family members;
Inside Information	• even though the module focuses on women, it is relevant to the male learners who might be interested in non-traditional jobs themselves or they might encounter women in a non-traditional occupation and lastly the women in their lives might want to explore entering a non-traditional job;
Reflection: **1. process** **2. content**	 1. reflect on the debate format; 2. how did this topic affect you personally.

Module 27
Men's Changing Roles

Importance:
Immigrants living in California have to deal with important changes in the roles of family members in addition to more obvious changes they experience in language, law, and community life. It is often difficult for men to adjust to these changing roles, since the participation of their wives in the workplace and the community can be seen as threatening to men who have grown up in small, rural communities governed by traditional values and sex roles. It is important to be able to reconsider traditional roles in order to adjust successfully to the social and economic requirements of life in California.

Teaching Points:
Legally, California employers cannot treat female employees differently from men. Men who refuse to treat women properly in the workplace or who subject them to sexual harassment, risk being fired with almost no legal recourse. New roles for working women do not diminish men's roles as wage earners or protectors for their families. There is no single "right" balance for men's and women's responsibilities; husbands and wives must find an arrangement that works well for them. When men and women agree to help one another with new and unfamiliar roles, change can help couples draw closer together, and develop new perspectives, values, and skills.

Learning Activities:
Participants will discuss what they consider to be "men's" and "women's" roles at home, role play various exercises designed to explore appropriate gender roles in the workplace, develop a list of tips on how to divide chores when both husband and wife work, and hear either a community activist or a business person discuss gender issues and/or sexual harassment. The point of the exercises is not to assure that everyone in the class accepts the "politically correct" view for California but to get people to think about and talk through sensitive issues of appropriate gender roles, both at home and in the workplace.

Module 27
Men's Changing Roles

Grouping strategies	• cooperative teams of five, round robin, rotating teams,
SCANS incorporated	• analyzing possible change; • giving advice and teaching others; • networking; • effective negotiating;
Ideas for Presentation	• students portraying family members role play effective and ineffective ways to influence change.
Extend learning beyond the classroom	• teacher may assign students to get from family members tips for performing a job, i.e., ironing a starched shirt;
Self-directed learning	• plan to master doing something different by certain date, i.e., I will learn to bake a cake for my wife's birthday.
Inside Information	• this module complements Women's and Children's Changing Roles. The content is perfect to practice making informed decisions, and explaining to others the reasons for such decision, and also for role playing to gain confidence in negotiating and problem solving.
Reflection:	
1. process	1. reflect on the effectiveness of role play ;
2. content	2. share thoughts regarding changes in men's responsibilities.

Module 28
Childrens' Changing Roles

Importance:
In seeking work or considering the work you are now doing, people tend to limit their consideration to jobs with which they are familiar and which are most easily available to them. For women this habit may lead to centering the job search on low wage, insecure jobs with few opportunities for promotion and marginal working conditions. Non-traditional occupations for women—such as construction, plumbing, machine operator, mechanic, pilot or truck driver, equipment salesperson, financial planner, utilities meter reader, telephone installer, television cameraperson—tend to pay more and some have better working conditions. The work we do, and its remuneration, has effects on mental and physical health as well as the stress we feel and convey to our close family and friends. Thus, the sort of reflection posed with this module is important for managing our lives, relationships, and careers.

Teaching Points:
Patterns of different work conditions for men and women are explored, and the assumptions behind why some jobs seem to be reserved for men or women. The kinds of jobs which tend to pay more and may be attractive as a job search target are explored along with the stereotyping and misunderstanding that may keep a person from applying for a job. Both the special barriers and advantages a person enjoys in competing for non-traditional jobs are discussed, and planning focuses on how one might go about preparing to get such a job.

Learning Activities:
Participants develop lists of what they perceive to be men's jobs and women's jobs and discuss why there is a difference and what the difference means to them. Participants prepare a table with columns for different categories of skills relating to the jobs they view as better and assess themselves on those skills. Speakers in some of these non-traditional occupations might be invited to talk about how she (if it's a woman) became interested in that field and what it took to get into the field and what she or other women she knows could do to help interested women get into her occupation. If the speaker is a man, presentation may focus on the nature of what they do in their job, why they think it would be a good or a bad idea for a woman to get into their line of work, and what it would take. If the class has access to Internet, some activities may involve exploring the Web Pages maintained by the U.S. Department of Labor on non-traditional occupations.

Module 28
Childrens' Changing Roles

Grouping strategies	small groups for discussion;
SCANS incorporated	• teamwork, • interpersonal skills, • using community resources, • gathering and evaluating information, • understanding and working within a system;
Ideas for Presentation	• could be done in parent ed classes as well as in ESL and ABE; lends itself to guest speakers;
Extend learning beyond the classroom	• discuss the new ideas that they are learning with friends and family; • give feedback to these ideas in class (for example, the idea that sports and extra curricular activities are an important part of education;)
Self-directed learning	• take an active role at their childrens' school;
Inside Information	• this module requires parents to feflect on the child's behavior and attitudes without judging. this may be a very new concept for some parents;
Reflection: **1. process:**	• describe how it difficult or easy was to look at a child's behavior in a new way;
2. content:	• describe what you learned about learning styles; if you learn in very different ways, can you still help your child learn?

Module 29
Becoming A Citizen

IMPORTANCE:
For many immigrants, the decision whether to seek United States citizenship is difficult. Applicants must first come to terms with their feelings about their native countries and about the U.S. Many are troubled by divided loyalties, and worry about how becoming a U.S. citizen will affect their present and future relations with their native countries. For many, the requirements for U.S. citizenship are daunting, and for some, applying for and being turned down for citizenship on grounds of not having "good moral character" could lead to deportation from the U.S. This module helps participants think about the most important consequences of becoming a U.S. citizen.

TEACHING POINTS:
The basic requirements for applying for U.S. citizenship are fairly straightforward. There are additional and more demanding requirements after an application has been submitted. Most, but not all, applicants need to demonstrate that they have a basic command of English. The requirement that applicants be of "good moral character" is subject to varying interpretation. Candidates who are rejected on this ground could lose their right to residency in the U.S. and be deported. Immigrants who are considering becoming citizens should be careful about whose advice they seek for guiding them through the process.

LEARNING ACTIVITIES:
Participants will interview someone who has been naturalized recently, draft a letter to a grandchild explaining their decision to seek or not to seek U.S. citizenship, research community resources that are available for getting assistance with naturalization requirements, and study how the results of recent local elections might have been affected if more immigrants had become citizens and been able to vote.

Module 29
Becoming A Citizen

Grouping strategies	• whole or small group discussion of pros and cons of becoming a U.S. Citizen; • students survey students from other classes regarding their interest in citizenship; • small group jigsaw reading of Citizenship process;
SCANS incorporated	• work with people of diverse background; • acquire and evaluate information; • understand systems; • use technology; organize and maintain information;
Ideas for Presentation	• students draw diagram representing "steps" to citizenship; • guest speaker, students develop list of questions; • develop list of immigration issue agencies and their fee, schedule, services, etc.;
Extend learning beyond the classroom	• contact guest speaker; • contact and survey outside agencies;
Self-directed learning	• begin process to become a U.S. Citizen; • encourage others to do same;
Inside Information	• students found the information very useful, specially the various types of visas;
Reflection: **1. process**	• explain how they worked as a team;
2. content	• list pros and cons of U.S. Citizenship;

Module 30
Learning to Learn

Importance:
Adults are always in the position of learning new things in order to keep up with changes in technology on the job or in daily life. The term "ahead of the curve" refers to an individual's ability to master new things, skills, concepts, technology, strategies for living and coping with problems, — meet these challenges in ways that enable the person to provide effectively for themselves and their families and close friends. Strategies for staying "ahead of the curve," rather than "behind the curve," involve a set of skills related both to effective and to efficient learning. We all learn naturally, part of the skills entailed in efficient learning involve reflecting on what it takes to be "entrepreneurial learners"—understanding what a learning opportunity is, and seizing every opportunity to acquire new information, new insights, and to develop new skills. This module goes beyond "individual learning styles" to stress some general principles of learning and to highlight the many modes for learning, and how to function within learning constraints posed by daily life and work contexts.

Teaching Points:
As part of an orientation session to the work on the LAES modules, teaching points focus on what "lifelong learning" is and why it is necessary. The points made stress that learning is a tool students can use, not a magic cure. The importance of asking questions and clarifying their understanding of how things work and don't work is stressed, along with the importance of being an "entrepreneurial learner, and different ways to strengthen newly acquired skills and knowledge, are discussed. As part of a closing or wrap-up session for a course, this module introduces the idea of a "lifelong learning plan including objectives, next steps, and decision points. It stresses that skills go across domains such as workplace, community, family life and social life.

Learning Activities:
Suggested learning activities are organized into activities for orientation sessions and closing sessions to facilitate instructors' use of them. For the orientation session, discussion topics are suggested for both individual and group reflection; and each student is asked to prepare a learning plan which includes both effective learning and efficient learning. For the closing session, activities include a review and revision of their personal learning plan, scheduled individual sessions with the instructor and preparation of a "personal learning tool kit" composed of what they know about their own learning style and effective learning in general.

Module 30
Learning to Learn

Grouping strategies	• Cooperative teams grouped by color tags;
SCANS incorporated	• this module if taught to provide an orientation discusses the foundation skills related to basic literacy, thinking, communication and personal qualities and the competencies for high performance in work, family and community life;
Ideas for Presentation	• this module could be used as an orientation to the LAES modules or as an extension of other modules focusing on gathering resources, analyzing organizing, and planning for life long learning;
Extend learning beyond the classroom	• a natural extended activity for this module is to arrange to present the Pledge of Responsible Learners to students in a general assembly or in their individual classes;
Self-directed learning	• implement a plan for life long learning;
Inside Information	• this seems to be a difficult concept to get across; a good example is to discuss whether you would be comfortable with a doctor who has not taken any new courses since graduating 15 years ago;
Reflection: **1. process** **2. content**	 1. how does teamwork influence the learning activities; 2. what does life long learning mean to you.

LAES

Tierra de Oportunidad

HANDBOOK

Assessment

Funded by:
California Department of Education
Youth, Adult and Alternative Educational Services Division
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CALIFORNIA STATE UNIVERSITY INSTITUTE & HACIENDA LA PUENTE ADULT EDUCATION

Advice on Assessment

Assessment plays several roles for adult education. Traditionally, it is structured for use in certifying how much a person has gained from the instructional process. This focuses assessment on personal and societal interests in verifying level of performance possibly compared to a standard. Assessment also can play a variety of other roles, however. It can be diagnostic for the instructor, as well as the student, to reflect on what instruction focus was more successful than other focuses, and to document what specific strengths and weaknesses in performance could be better integrated into the instructional process. In this context, assessment is part of a process for problem-solving and construction of a targeted skill development plan for students.

Assessment also is part of the process for developing skills in learning to learn—one of the SCANS foundation skills. To serve this function, however, it must include elements which focus on the learning process in which an individual student engages, and orient students to considering the value of certain learning strategies, the importance of using imagination as a tool in learning, and how to practice targeted skills in different contexts. In this role assessment provides guidance to learners and instructors alike concerning how the targeted skills can be used, either in concert or individually.

Learning is a reflective process, and it is important that the assessment vehicles make use of the reflection and engage the imagination required for effective learning, in order for that assessment to be a building block for students, as well as useful for instructors and society at large. Assessment should support the instructional and learning processes both in its design and how the findings are made available to instructors and learners. When assessment is integrated into the instruction in a way students and instructors can work together on using the results, it becomes the basis for self-directed learning.

Q: What does assessment mean in the LAES context?

A: Assessment is to be integrated throughout the instructional process to determine what SCANS competencies will be used in guiding instruction, monitoring student progress and documenting skill gains resulting from instruction, both to the learners and to other stakeholders.

Issues to be considered:

a. How can the assessment help you know what should be the instructional focus to emphasize and what skills need reinforcing? (Diagnose)

b. What relevant benchmarks can you expect for learning considering the way LAES is being implemented in your specific learning setting? (Monitor)

c. How can you use assessment information to facilitate peer support, discussion and awareness that self-assessment is an important tool for getting ahead? (Guide)

d. How can the assessment help you demonstrate students' competence achieved beyond the classroom? What kinds of assessment are relevant for both quantitative and qualitative findings? (Document)

e. How can the assessment help learners understand what they can build on and how to build on it? (Self-directed learning)

Q: What types of assessment are appropriate and for which purposes?
A: Assessment should include both qualitative and quantitative information which is, in either case, systematically collected and analyzed.

Examples of assessment approaches and how they might be used:

a. Informal assessment -- can orient students to the material while identifying existing knowledge and skills. This can be a written student survey or done orally individually or as a class activity. (Diagnose)

b. Activity-based assessment -- identify student goals and what to work on as they engage in class activities based on the materials. Results from this can set benchmarks for level of performance. (Monitor)

c. Compilation of examples of what has been achieved -- demonstrate student outcomes and how to build on them, i.e., what's needed. (Guide)

d. Post performance assessment --document attainment of knowledge and achievement of skills and personal impacts. Results can show new strategies and behaviors students are using and how students are deploying the knowledge gained. Documentation should include information on subsumed skills, e.g., communication, reading in the context of the module.

e. Pre (baseline) and post (after program participation) assessment -- show both what capabilities have been added to students' inventory of skills or which skills have been enhanced or strengthened and what are the next steps for the student. (Report)

f. Surveying student interests and priorities in particular module topics --can help prepare learners for structuring their own learning and help build their commitment to pursuing learning. (Self-directed learning)

Q: What specific assessment formats are appropriate for LAES?

A: Any assessment format that allows measurement of skills used in the context of knowledge acquired and how the learners will use it.

Examples:

a. Use of skills in SCANS contexts -- e.g. application of reference skills to a class catalog to identify where a teenager could learn about sports medicine and the skills required to pursue it.

b. Performance based assessments -- both inside and outside the classroom, e.g. given an amount of money can you allocate appropriately relevant to a specific module problem.

c. Scenarios -- written or oral (role play) scenarios where the learners are asked to apply skills to a novel situation and the utility of the results and process are discussed.

d. Straight-forward worksheets -- where the learner is asked to interpret (analyze and discern fact from fiction) the meaning of written information relevant to something important to them.

e. Student reports on what they have achieved and what it means to them -- e.g. portfolios on what they have done and what they can do now that they have not before and what it means to them.

f. Teacher portfolios -- e.g. feedback on how they have adapted the modules and what they have contributed to them and what they have achieved in terms of promoting learning behavior in different areas -- a class report card.

Q: How should the results from assessment be made useful?

A: Assessment should demonstrate results from learning in ways meaningful to the various stakeholders (learners, teachers, administrators, other community and family members, employers); and the results should be provided to them.

a. Students
Need to know how they are doing, what skills they have acquired and what other skills they need to learn.

b. Instructors
See the results of their teaching, review the effectiveness of instruction and make necessary curriculum adjustments.

c. Administrators
Evaluation of placement procedures, program planning and allocation of resources.

d. Families and community
On going planning, review use of resources, program effectiveness, extend learned concepts to family, work and community.

e. Networking --program alumni (students or teachers)
Marketing the utility of adult education and specifically of LAES by providing success stories and stories of things that have worked well, e.g., Salinas stories on the wall, alumni returning as guest speakers.

LAES

Tierra de Oportunidad

HANDBOOK

Student Tips

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CALIFORNIA STATE UNIVERSITY INSTITUTE & HACIENDA LA PUENTE ADULT EDUCATION

What the instructional modules can do for learners

Recent research suggests that educationally disadvantaged adults manage to adapt well to living in social enclaves, working in a constrained range of jobs, living in certain neighborhoods, interacting primarily with family, relatives, and friends and only infrequently with the community at large. The problem is not that the typical adult learners cannot survive; they certainly can. The problem is that their social and economic mobility is constrained. The TIERRA DE OPORTUNIDAD instructional modules takes seriously adult education's commitment to help adult learners fulfill their full potential, to do whatever better-educated adults do -- in pursuing their careers, in shaping decisions in their communities, and in skillfully managing their family life.

What the TIERRA DE OPORTUNIDAD can do for adult learners is to constantly remind them that the challenge is not simply to learn new information but to use the new information to build new skills, to practice, refine, and test those skills by putting them to immediate use in confronting the issues they face in their daily lives. The modules framework has a viewpoint, namely that everyone can learn to regularly acquire and analyze new information on their own, use that information to plan, make decisions, and solve problems, and, while doing that, reflect on how well they are doing, to learn how to become effective, confident, and self directed learners.

The instructional modules are demanding but no more demanding than day-to-day life itself.

"Tierra de Oportunidad" To Students 103 Handbook

LAES

Student Contract

In order to improve my learning I will be responsible for:

Organizing class materials

- keep a 3-ring binder
    - punch holes in hand-outs for binder
    - organize and date my notes
    - bring binder to school every day
    - study materials in binder at home for review
- keep a portfolio of sample work
    - use filing skills and alphabetizing
- bring a pencil to class
- bring a dictionary, bilingual or English-English

Attendance

- attend regularly
- arrive to class early
- stay the entire class time
- call the school to report my absence and the reason
- get the materials for the lesson missed because of an absence

Participation in class

- follow directions
- not be afraid to ask a question
- practice asking questions, specially clarification questions
- not translate for classmate
- prepare questions to manipulate direction of speaker-problem solving
- allow myself to feel uncomfortable by practicing the hard stuff
- cooperate with team members

Homework

- find out information I can use
- do the field assignments
- read a magazine or newspaper a week
- watch television in English

Assessment

- be ready to participate in individual and group testing
- practice self-evaluation by reflecting on my work:

This week I ____

____

____

Name: ______________________________ **Class:** ____________________

"Tierra de Oportunidad" *Student Contract* 104 *Handbook*

LAES

Student Self Assessment

Weekly Objectives

Name:______________________________ Week of __________________

SCANS Foundation Skills and Competencies		Objectives	Assessment
Foundation Skills:		**I will:**	**I did:**
Basic Skills	listening, speaking, reading, writing, computing		
Thinking Skills	reasoning, decision making, problem solving, seeing in the mind's eye, knowing how to learn		
Personal Qualities	responsibility, self management, integrity, honesty, self esteem		
Competencies:			
Use resources	time, materials, personnel, money		
Demonstrate interpersonal skills	participating as team member, teaching others, negotiating, working with other cultures		
Use information	acquiring, interpreting, organizing, maintaining, evaluating and communicating information		
Work with systems	understanding, describing, challenging, improving system		
Use technology	selecting, applying, maintaining technology appropriate to task		

Reflection:

Signature:________________________

LAES

Tierra de Oportunidad

HANDBOOK

Appendices

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CALIFORNIA STATE UNIVERSITY INSTITUTE & HACIENDA LA PUENTE ADULT EDUCATION

A Vision of Literacy in the Information Society

It is increasingly difficult to clearly define what are basic, intermediate, and advanced skills. The reality of the information society is that we live in a high performance environment which makes increasing demands upon us all -- not simply in the workplace, but at home and in the challenges of forging community cooperation to make our collective lives better.

The **TIERRA DE OPORTUNIDAD** framework for basic skills development is based on the work of the Secretary's Commission on Achieving the Necessary Skills (SCANS) and we use that framework, for example, to present the kinds of skills developed in each module. The framework is consistent with the federal framework of Education Goals 2000 and with California's adult education plan. Its goals are consistent with a view that, as a state and as a nation, we should be committed to a world class education system. These resource modules should prepare adult learners to prevail in the social universe they now live in and to thrive in a pluralistic, multi-cultural society and in a global economy where communications, interpersonal relations, information-gathering, and problem-solving always involve a certain measure of uncertainty.

Below we briefly summarize some of these skills and how they are developed using the **TIERRA DE OPORTUNIDAD** materials.

Basic skills. Survival in the information society requires much more than the ability to read, write, and perform arithmetic computations. It requires that low-wage and blue-collar workers, as well as professionals, develop the ability to continue learning, researching, analyzing, negotiating and problem solving to steer themselves and their families through a society more complex and unpredictable than the one their parents knew. The direction for learning is that the traditional distinction between skills for living, for the workplace, and for civic participation are rapidly disappearing. Worker productivity and personal empowerment are no longer contradictory objectives. They are inter-linked and complementary.

Skills for the information society. Skills in acquiring, interpreting, questioning, testing, and reformulating information are essential. Creative and tough-minded problem-solving and teamwork are the necessary skills for personal decisions and for career advancement. Versatility in communicating, negotiating, and taking leadership within a multi-cultural society and workforce is essential, as is the ability to communicate not only with people but to interact with entire information systems and large organizational teams. The personal fulfillment, career success, and survival of all of us hinge on developing the personal and intellectual agility to effectively handle the information society. Passively understanding the information created by others is not enough; in the 21st century we will all be expected to create, transform, and transfer information as well as to consume it.

Self directed learning. Understanding new legal and social systems is a base for the learning process. It is inseparable from the process of reflecting on one's own experience, evaluating that experience, and designing strategies to get ahead, to continue learning, to adapt or adopt new customs and styles for interacting with others. Basic knowledge is no longer enough. Instructors and learning group facilitators must guide learners to develop strategies for self directed learning and provide activities to extend learning beyond the classroom. Learners must take responsibility for their learning: make use of the multitude of learning options available to them to pursue their personal interests and meet their individual learning needs. Continuous learning is a fundamental skill for navigating in a system where the "rules of the game" are constantly shifting.

Collaboration. Development of the TIERRA DE OPORTUNIDAD modules has rested extensively on the recognition that numerous human service agencies, advocacy organizations, and legal service providers are engaged in a broad spectrum of instructional activities in a wide variety of informal learning contexts. Instructors and students should be willing to explore and experiment. Administrators and program planners should encourage them to practice collaboration in working with these modules and moving forward in learning and life. Learners should be encouraged to take responsibility for helping fellow learners-- both as an investment in learning teamwork and as a vehicle for building the self-confidence that they can actually use the new skills they have developed.

Suggested Reading Strategies

Pre Reading	Reading	Demonstration of comprehension
Vocabulary * Selected by teacher * Selected by students	Jigsaw	Jigsaw
Visuals	Silent reading	Silent reading
Realia	Oral reading in small groups	Problem solving
Four corners	Dialogue, role playing	Problem posing
Brainstorming	Scanning	Games
List-making	Skimming	Chart organization
Categorizing	Graph reading	Question forming
Timeline	Map reading	Quiz * Teacher made * Student made
		Comprehension questions * Students answer by underlining text * Students answer in groups

List of Language Forms and Functions

The list might be useful in planning lessons for implementing the LAES Modules.

LANGUAGE FORMS

Compound sentences:
connecting words for coordination: yet, so, for

Complex sentences
adverbial clauses of contrast and concession using: unless, although, whereas, while, despite the fact...

Questions:
tag questions for confirmation

Reported speech
past or present perfect to past perfect - statements and questions
modal changes

Verb tenses:
passive voice - simple past
passive voice - future
sequence of tenses with future time and adverb clauses
contrasts between past and past perfect
causative to express persuasion or force
contrasts between present and present continuous using stative/active verbs: feel, own, be, taste, think, want

Modals:
perfect modals of prediction, assumption or inference in the past: could, may, might, should, must

Conditionals:
hypothetical with wish and hope
hypothetical in the past

Infinitives and gerunds:
infinitives as subjects
infinitives as adjective complements
infinitives as noun complements
gerunds after phrasal verbs
gerunds versus infinitives

Word order

word order of modifiers (quantifiers, determiners and adjectives)
subject + verb + direct object + object complement

Articles

no articles to express means of transportation
articles with count/ non count nouns
indefinite articles to express a class or group

Discourse elements

parallel structures in compound and complex sentences
fronted adverbial for emphasis
use of the emphatic "do"
cleft sentences for emphasis

LANGUAGE FUNCTIONS

allow analyze
clarify
conclude
discuss
express indifference
infer
participate as a team
problem solve
suggest

approve/disapprove
combine
decide
evaluate
express intentions
negotiate
persuade
request information
summarize

assess
compare/contrast
describe
explain
illustrate
organize
predict consequences
select
visualize

And many more.

Top Twenty Education Resources on the World Wide Web

AskERIC

Educational Resources Information Center (ERIC) is a federally-funded national information system that provides, through its 16 subject-specific clearinghouses, associated adjunct clearinghouses, and support components, a variety of services and products on a broad range of education-related issues.
URL: **http://ericir.sunsite.syr.edu/**

CNN San Francisco

These Web pages focus on utilizing CNN news stories for educational purposes. Teachers can use the lessons for group activities and students can work at their own pace for individualized learning. A "Featured Story" is abbreviated, outlined, and edited for easier reading.
URL: **http://www.cnnsf.com/**

Educational Software Institute Software Catalog

ESI Online represents, explains, and sells the world's largest collection of K-Adult educational software (more than 7,500 titles) from over 300 publishers.
URL: **http://www.edsoft.com/esi**

Educom

Educom is a nonprofit consortium of education institutions that facilitates the introduction, use, and access to and management of information resources in teaching, learning, scholarship, and research.
URL: **http://www.educom.edu/**

Electronic Library ($9.95/month subscription for individuals)

With over one billion words and over 21,000 images, Electric Library can answer your most essential questions. Just type a query or keyword in plain English and The Electric Library will quickly and simultaneously search 150 newspapers and newswires, nearly 800 magazines and journals, 3,000 reference works, and many important works of literature and art.
URL: **http://www.elibrary.com/**

FedWorld

FedWorld offers a comprehensive central access point for locating and acquiring government information.
URL: **http://www.fedworld.gov/**

Frizzy University Network

Frizzy University Network (FUN) is a relaxed and comfortable environment in which students learning English as a foreign or second language (EFL/ESL) can improve their writing and share their ideas, opinions and feelings in written English.
URL: **http://thecity.sfsu.edu/~funweb/Welcome.html**

Geometry Forum

The Geometry Forum offers a center for teachers, students, researchers, parents, educators and citizens at all levels who have an interest in mathematics education.
URL: **http://forum.swarthmore.edu/**

IBM Kiosk (Higher Education)

IBM's effort to create a distributed model for teaching and learning environments that focus on quality, access, research, student services, and infrastructure development.
RRL: **http://ike.engr.washington.edu/ike.html**

Info Zone

Info Zone is a guide to online research taking a path that has these steps: wondering about something, seeking information, choosing information, connecting useful information you have found, producing information of your own in a new form, and judging the entire process and your product.
URL: **http://www.mbnet.mb.ca/~mstimson/**

Intercultural E-Mail Classroom Connections

The IECC (Intercultural E-Mail Classroom Connections) mailing lists are provided by St. Olaf College as a free service to help teachers and classes link with partners in other countries and cultures for e-mail classroom pen-pal and project exchanges.
URL: **http://www.stolaf.edu/network/iecc/**

Library of Congress

Search THOMAS (legislative information), access services of the Law Library of Congress (including the Global Legal Information Network), or locate government information. Browse historical collections for the National Digital Library (American Memory), visit Library Reading Rooms, access special services for persons with disabilities, and read about Library of Congress cataloging, acquisitions, and preservation operations, policies, and related standards. Search Library of Congress databases and online catalog (including LOCIS) or connect to the Library's Gopher (LC MARVEL).
URL: **http://lcweb.loc.gov**

NASA

The NASA Web site offers support and services for schools, teachers and students to fully utilize the Internet, and its underlying information technologies, as a basic tool for learning.
URL: **http://quest.arc.nasa.gov/**

NCRVE

NCRVE is the nation's largest center for research and development in work-related education. NCRVE's mission is to strengthen education to prepare all individuals for lasting and rewarding employment, and lifelong learning.
URL: **http://vocserve.berkeley.edu**

National Regional Educational Laboratories

The Regional Educational Laboratories are educational research and development organizations supported by contracts with the U.S. Education Department, Office of Educational Research and Improvement (OERI). This home page is the central organizer for their Internet-based Educational R&D Network.
URL: **http://www.nwrel.org/national/**

Outreach and Technical Assistance Network

The Outreach and Technical Assistance Network (OTAN) is a California Department of Education, Adult Education Unit funded project designed to provide technical assistance, communication linkages, and information to adult education providers. OTAN Online provides electronic resources and an information gateway for the adult educator.
URL: **http://www.otan.dni.us**

Peterson's Education Center

Peterson's Education Center offers information about educational opportunities at all levels, and gives individuals the ability to search Peterson's databases as well as to request more information, apply, and interact in other ways with faculty and administrators at educational institutions.
URL: **http://www.petersons.com/**

USDOE

The U.S. Department of Education's (ED) Web site provides useful and timely information about programs, policies, people, and practices that exist at the Department.
URL: **http://www.ed.gov/**

Virtual Tourist

The Virtual Tourist 2 is a map-based interface to City.Net, the Web's most extensive library of local and regional information. "Virtually Tour" the World, and find general information, tourist guides, and pictures for thousands of places.
URL: **http://www.vtourist.com/vt/**

Web66

The Web66 Project is designed to 1) help educators learn how to set up their own Internet servers, 2) link WWW servers and the educators and students at those schools and 3), help educators find and use appropriate resources on the WWW.
URL: **http://web66.coled.umn.edu/**

SCANS? What are they? Why do you need to know about them?

What is SCANS?

SCANS is an acronym for The Secretary's Commission on Achieving Necessary Skills. The Commission was formed by the Department of Labor Secretary to examine the demands of the global workplace and whether U.S. workers were able to meet those demands.

The Commission identified "Workplace know-how" as containing two essential elements: **foundation skills** and **workplace competencies**.

There are three **foundation skills** usually learned through school and family.

- Basic Skills (i.e., reading, writing, arithmetic, listening, speaking)
- Thinking Skills (i.e., creativity, decision making, problem solving...)
- Personal Qualities (i.e., responsibility, integrity, sociability, self-management)

The five **workplace competencies** are life related skills that are supported by the foundation skills.

- Resource (time, materials, personnel)
- Interpersonal (i.e., team work, teaches others, acts as leader)
- Information (i.e., acquires, , organizes, , analyzes and communicates)
- Systems (i.e., understands, works and improves or designs)
- Technology (i.e., selects, uses, maintains)

Why do you need to know about them?

It means that the students themselves need to become familiar with the concepts and terminology of SCANS. This will give them practice in verbalizing and evaluating what they have learned and how it transfers into their life as workers, parents or community members.

Students may have the skills required on the job, but they are not always able to articulate those skills. Students don't own a concept until they are able to "talk it". Using SCANS terminology as part of your everyday teaching vocabulary helps students to see the connection between school and the workplace.

For example, when asking students "use the book to find information," say: "*Use a resource, (a dictionary, a grammar book, an auto mechanics manual, a business reference book, a computer repair manual, etc..) to find information.*"

It also means students must take responsibility for their own learning, do more self-reflection and self-evaluation, and teachers need to integrate SCANS into the curriculum to maximize student motivation; to promote the transfer of skills from the classroom to the workplace; and to develop self directed learning strategies.

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Secretary's Commission on Achieving Necessary Skills

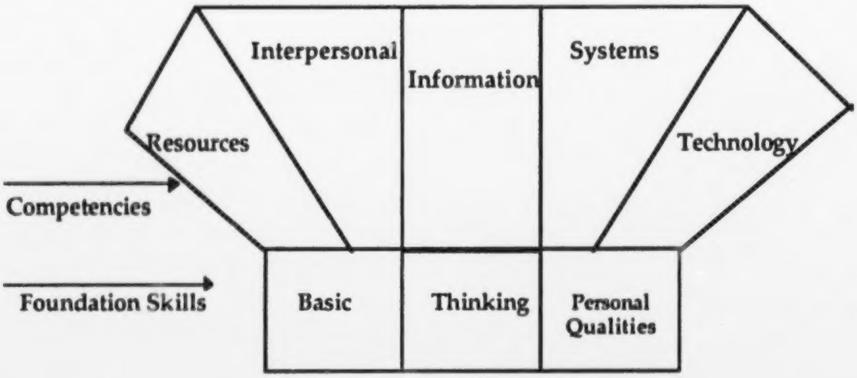
The SCANS Report (U.S. Department of Labor, 1991) was an outgrowth of a number of studies and reports done in the 1980's concerned with the declining competitive edge of the U.S. economy in worldwide markets. A major conclusion of those earlier reports was that American workers lacked the skills necessary to produce quality products and keep up with the changes technology was creating in he workplace. Part of the blame was placed on the educational system for failing to teach such skills as critical thinking, problem solving, communication, teamwork, and use of technology.

The SCANS Report identifies the skills and competencies that employers look for in workers prepared for the "high performance" workplace and recommends that schools also become models of "high performance" institutions.
The Three-Part Foundation Skill Areas listed are:

- Basic Skills
- Thinking Skills
- Personal Qualities

And the Five Competency Areas identified are:

- Resources
- Interpersonal
- Information
- Systems
- Technology



In a work environment, the SCANS skills do not "stand alone" but are interrelated. Job tasks require that you use many skills at the same time (multi-tasking) to complete a process or produce a product. Increasing your skill in one competency helps you perform better in others.

Whereas traditional instruction prepared students for the workplace designed to respond to the skills required by the Industrial Revolution, i.e. competitive, individualized work, the educational system of the Technological Age should prepare students for an ever-changing, cooperative, team-directed workplace.

At the same time as educational reform was being called for, research in cognitive science and learning theory was indicating that traditional instruction that focused on the mastery of specific skills in isolation of meaningful contexts is at odds with how the brain processes information (Caine & Caine, 1991; Jacobs, 1991; Kagan, 1989; Hart 1983; Sticht, 1988). The brain learns by bringing order to the mass of confusing sensory stimuli it receives. It extracts patterns from the information taken in and connects new patterns to existing schema. Geoffrey and Renate Caine, research team at California State University-San Bernardino note, "The brain is looking for meaningful connections. Teaching bits and pieces cuts off those connections and learning is reduced to rote memorization of facts that have no personal meaning for the learner." (Caine & Caine, 1991).

SCANS is not only applicable to those students whose focus is getting a job, getting a better job, or being successful on the job. The foundation skills and five competencies described in the SCANS report apply to all domains of adult life: family, community, and work.

The challenge to educators is to help students understand the SCANS competencies in relation to all the domains of their lives. Students must learn the vocabulary of SCANS in the context of their own learning so they can talk about what they can do and see its relevance to their life tasks.

For example, creating and using a budget, taught in many adult education classes, is a skill that cuts across all domains. Money is a resource to be managed whether you are managing your own small family budget or that of a multimillion dollar corporation. Budgeting also required the application of many SCANS competencies. It entails more than just using money as a resource but also involves the acquisition and use of information and an understanding of systems. Students need to be able to identify and apply all the steps in the process. Making them aware of the steps, giving them the vocabulary to explain it, and training them to self-evaluate is teaching SCANS.

As you incorporate SCANS in your instructional modules, assess what SCANS competencies you already practice in your teaching. Then consider ways to help students become aware of how they are using SCANS in their classroom activities and personal lives.

SCANS is not a new curriculum taught in isolation. It is not more to teach. It is a new way to organize your teaching.

Three-Part Foundation Skills

1. Basic Skills:

* reading
* writing
* arithmetic/mathematics
* listening
* speaking

2. Thinking Skills

* creative thinking (creates new ideas)
* decision making (chooses best alternative, based on facts)
* problem solving (recognizes problem; creates and completes a plan of action)
* reasoning (uses logic to draw conclusions)
* knowing how to learn (uses efficient learning techniques)
* seeing things in the mind's eye (understands charts, symbols, pictures, etc.)

3. Personal Qualities

* responsibility (works hard to attain a goal)
* self esteem (believes in own self-worth)
* sociability (gets along well with people)
* self-management (self-planning and control)
* integrity and honesty (chooses the right thing to do)

Five Competencies

1. Resources (uses each wisely)

time
materials and facilities
personnel

2. Interpersonal Skills

works well with others
teaches others new skills
serves clients or customers
works with people of diverse backgrounds
acts as leader

3. Uses Information

acquires and evaluates information
organizes and maintains information
analyzes and communicates information
uses computers to do above steps

4. Works With Systems

understands how systems work (organizational, technological, social)
works within the system
improves and designs systems

5. Technology

* selects the right technology for the task
* uses technology to complete tasks
* maintains and trouble shoots technology

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